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ABSTRACT

This set of eight booklets provides materials and resources for trainers in the Peervention program. Peervention is described as a term which was coined to emphasize an intervention in which a peer might make in helping an individual or group. The first booklet, The Peer Facilitator Movement, discusses the emergence of peer counseling and mobilizing peer power. The second booklet, Developing a Peer Facilitator Program, discusses program goal, participants, and ethical considerations. The third booklet, The Peervention Training Program: Skill Building, coordinates with chapters 1-7 of the student manual. The fourth booklet, The Peervention Training Program: Prevention Education, coordinates with chapters 8-17 of the student manual. The fifth booklet, Peer Facilitator Training Approaches, presents six approaches including a teacher-advisor group approach and the school club approach. The sixth booklet, Peervention Projects, presents projects which focus on specific topics such as depression, eating disorders, and community distress. The seventh booklet, Forms, presents 19 forms including forms for parent permission, group evaluation, and letter of non-admission. The eighth booklet, Resources, Evaluation, Standards, and References, discusses making use of outside resources, evaluating the program, and facilitating the trainer. (ABL)

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Section A

The Peer Facilitator Movement

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The Power of PEERVENTION:

A Manual for the Trainers of Peer Facilitators

by Robert D. Myrick, Ph.D.
and Betsy E. Folk, Ed.D.

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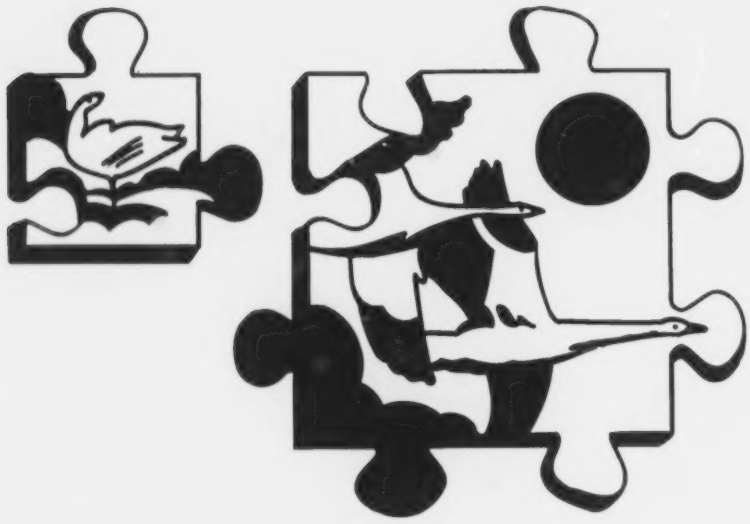
Section A

The Peer Facilitator Movement



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by Robert D. Myrick, Ph.D.
and Betsy E. Folk, Ed.D.

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Preface

This trainer's manual and ***PEERVENTION:*** *Training Peer Facilitators for Prevention Education,* the companion student book, are about helping others. This series is especially about teaching young people to help others. Aimed at peer facilitator trainers and their students (peer helpers, peer counselors), they focus on communication and interpersonal skills. They provide learning activities and suggest possible approaches to setting up training programs. Upon completion of their training, peer facilitators engage in helping projects of which there are many examples in this manual.

The term "*peer*vention" is used throughout the student book and this manual. *Peer*vention was coined to emphasize an intervention which a peer might make in helping an individual or group. *Peer*ventions are the roles, strategies, techniques, and skills which are combined into an organized effort to provide assistance. As opposed to a spontaneous response, *peer*ventions are usually part of supervised projects.

*Peer*vention also was deemed an appropriate term because peer facilitators or helpers can be involved in *prevention education* projects. Peers can make a positive difference in preventing interpersonal and social problems, helping their peers to gain the most out of school and to find solutions to societal concerns.

Rather than wait to address problems, prevention education seeks to explore, discover, and take action with issues prior to their becoming crises. The mobilizing of peers to help peers, and others, is one of the most important educational endeavors that can improve both schools and society.

The student book and this manual are ideal for a comprehensive course. They are complete with stated objectives and outcomes. Although primarily directed toward training adolescents as peer helpers, this series also can be used to train others who are interested in human relations and related helping services. For instance, some chapters could be selected for specific training with adult volunteers in an agency or hospital.

There are many people to thank who helped us with our ideas and who provided us with examples of effective peer facilitators. There are too many to name here, but we are forever grateful to the many experienced peer facilitator trainers throughout the nation with whom we have had the privilege to work. As we presented workshops and programs at conferences, there were many beginning and experienced trainers who asked relevant questions, helped clarify our thinking, and who shared their successes. Most important, they expressed their enthusiasm and excitement for our work. In particular, we wish to thank Bob Holsaple, Broward County Schools, Ft. Lauderdale, Florida, who shared his enthusiasm for prevention education and emphasized the importance of involving peers. He also helped conceptualize this project.

This book would not be complete without a tribute to those peer facilitators who took part in our weekend retreats, joined us in experimenting with new learning activities, tried our helping strategies, and participated in many novel projects. Their ideas and enthusiasm were incorporated in our work. They reinforced common sense ideas and practical skills. Betsy Folk has had a class of Teen Aiders, a peer facilitator program, since 1978. During these twelve years she has encountered many situations in which her students helped her discover new ways of facilitating and helping others. A special thanks goes to all of her former students.

In addition, we want to thank Don Sorenson, President of Educational Media, for his valuable support and advice regarding the need to address issues in training peer helpers. He has provided the resources and encouragement for several years to advance the peer helper movement through publications and national conferences. For his contributions to the layout and design of these materials, we are grateful for the production expertise and timely support of Earl Sorenson.

We also want to express our appreciation to the faculty and secretarial staff in the Counselor Education Department at the University of Florida, Gainesville, Florida, and the faculty and staff at Lake Highland Preparatory School, Orlando, Florida, for their friendly and heartfelt support of our efforts.

Finally, we thank our families. Linda Myrick helped review parts of the manuscript, shared her own experiences, and offered timely advice regarding how to word or phrase ideas. Her support and encouragement were invaluable. Kaylen Myrick, a future peer facilitator, showed patience with her father, especially when it seemed that playing a game elsewhere would be much more fun than talking to him while he was working at the computer.

Jay Folk backed Betsy's work from the beginning. He believes in the concept and was continually supportive. Amber and Shawn, two more future peer facilitators, greeted their mother with needed warm smiles and hugs after she worked long hours on the project. Vince and Betty Evans provided the lifelong support and encouragement which helped Betsy appreciate the value of human relationships.

We sincerely hope that *peer*vention and this companion trainer's manual will provide you with a framework for the training of young people. With your leadership and assistance, they can learn how to be effective peer leaders, facilitators, and resources to others.

RDM
BEF

About the Authors

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Section A

The Peer Facilitator Movement

American adolescents are among the greatest resources of our nation. Like most people, they want to feel special and needed. They want to do things which bring them favorable recognition and which demonstrate that what they do is of value. One of the most interesting and innovative educational endeavors of our time is the development of peer facilitator programs, where young people are trained to help their peers and others.

In particular, adolescents have proven to be helpful in schools, churches, hospitals, and community agencies. Perceiving teenagers as helpers is a change for many adults, especially those who have seen adolescence as "the turmoil years."

Peer pressure is often cited as a primary factor which contributes to many adolescent problems. It has been linked to drug abuse, property destruction, skipping school, theft, teenage pregnancy, suicides, cheating, and rebelliousness. And, to the contrary, it can also be cited as a reason for some students to resist these same problems. Peer pressure can be a constructive force, influencing students to aspire and to achieve more in school, to respect the rights of others, to work hard toward goals, and to lead healthier lives.

Some researchers have noted that we are moving toward a society where children and adolescents are spending less and less time under adult supervision. As parents begin to sense their own influence diminishing, they become more and more concerned about peer influences. As children grow older, they tend to rely less and less on their parents for advice. Rather, they tend to turn to their peers as confidants, who often appear to be more understanding, tolerant, and willing to listen.

Most adults have ambivalent feelings about adolescents. They admire them for their youthful vigor and strength, praise and appreciate them for their efforts to achieve and to be successful, envy their opportunities, and view them as hope for the future. Then again, adolescents are criticized for their moods, self-centeredness, and irreverence of adult values and interests.

There are adults who view adolescence as a "disease" which only time can cure. They picture teenagers as untidy and selfish creatures who belong to a primitive American subculture in which members are moody, rebellious, irresponsible, lazy, inappreciative, and sex-crazed. Some adults claim that modern youth are disrespectful, ill-mannered, shockingly immoral, and unpatriotic. These adults mistrust young people and worry that society will be destroyed by their preoccupations.

There is another group of adults who have a different perspective of adolescence. While at times having mixed feelings, these adults admire the strength and vigor of youth. Adolescents, even though trying at times, are considered the hope of the future and should be cherished, nurtured, and encouraged. These adults recognize the creative human potential which adolescents represent and how they can be a positive force in the development of a free and democratic society.

Every generation has adolescents who are targets for adult admiration and criticism. Young people set the fashion in clothes, music, dance, entertainment, language, and many leisurely pursuits. While adults may, at first, be severely critical of teenage styles, in time these same styles are often accepted and even imitated by adults. As soon as this happens, of course, youths reject the styles as old-fashioned or outdated and renew their quest to develop new fashions. Adolescents want to be the same as their peers, yet unique. They want to be adults, but they are apprehensive about growing up. Many feel that no adult could really understand or appreciate what a teenager is experiencing.

Teenagers are confused by the ways in which adults admire and envy them and, at the same time, appear to be fearful and resentful. One burdened parent said, "It's them against us." Another said, "Either fight them, or join them." Still another suggested, "Work with them or against them."

Have there always been conflicts between youth and adults? Are teenagers and adult relationships always full of conflict and tension? Psychologists, sociologists, and historians point to the characteristics and experiences which most adolescents have in common and conclude that adolescent feelings, attitudes, relationships, and expectations have not differed too much over many decades.

Child development specialists are quick to emphasize that just as adolescents share many of the same developmental concerns, needs, and interests as adults, like adults, they also are uniquely different. Each adolescent wants to be viewed as special, yet not so unlike others as to be considered weird and to be rejected by peers.

The adolescent is a social being who is growing, changing, and seeking personal identity. Because adolescence is a significant stage of development, there are many influences which play a part in their personal and social development. Among these are family, peers, school, religion, mass media, and technology. Their attitudes and experiences of life are also influenced by ethnic heritage, gender expectations and stereotypes, socio-economic class, geographic location, and cultural differences.

Contemporary youth are as intelligent and as socially conscious as today's adults were when they were young, perhaps even more so. Academic expectations and achievement levels are generally higher. In general, young people today are knowledgeable about the problems of the world—war and peace, race relations, pollution, the environment, criminals and legal rights, AIDS, alcohol and drug abuse, and other complex social issues. They are concerned about the future of the nation and the planet. Can they make a positive contribution now or must they wait and reach an arbitrary legal age?

Countless numbers of young people have both the energy and the enthusiasm for taking an active part in helping make the world a better place to live. Many are eager to learn more about themselves and others. They want to help others. The future of our society may well depend on the ability of adults to form a positive alliance with adolescents and to draw upon them as valuable national resources.

Peer Helpers—The Early Years

Young people have been involved in helping others for many centuries. In particular, they have assisted teachers and helped tutor other students in the schools for hundreds of years. In India, for example, about the turn of the nineteenth century, older students were asked to teach and monitor younger students. This idea was used extensively between 1800 and 1850 in both Europe and the United States.

A number of different approaches were used, but most of them centered around monitoring, where one student might be responsible for "overseeing" ten or more other students. This monitoring or assistant teaching role was popular for many years, especially in rural one-room schools.

After World War II more attention was given to the professional preparation of teachers. As the number of teachers increased, the use of peer helpers seemed to decrease. It appeared unprofessional to rely on the help of an untrained student. However, despite these new reservations, many teachers continued to recognize that young people could provide valuable assistance to their peers.

One of the most popular ways for youth to assist their teachers was to help them with clerical tasks—scoring, recording, working with media equipment, answering telephones, running messages, and building displays and bulletin boards. Teachers, more or less, simply drafted students to help them. Generally, there was no attempt to prepare or train them in these or other roles. Training on the job was commonplace, or else no training at all occurred.

In addition, the classroom environment in many schools was rigid. Students were expected to sit in their chairs and listen to teachers lecture and explain lessons. Students worked quietly in their workbooks or on their assignments. Teachers were often evaluated primarily on their ability to discipline, to have strict order in the classroom, and to provide a formal learning structure. Cooperative learning was still an idea yet to be crystallized. Even though John Dewey's work advocated that students learned best by doing, too many teachers were unsure of how to supervise projects or to lead discussions in which all students participated. The problem was compounded as teacher-student ratios increased along with a growth in the general population.

Some parents and teachers were very protective of students, worrying that they were not ready to assume responsibilities beyond just being students under the supervision of a teacher. But, as time passed, new demands on teachers

brought new opportunities for students—more class participation, more leadership, and more individualized instruction. Teachers were expected not only to teach classes based on their professional areas of expertise, but they were being asked to teach the whole child, giving attention to personal and social growth as well as to academic achievement.

While the peer helper movement sputtered along, drawing upon old and established student assistant roles, it soon became apparent that young people were growing up in a faster paced world than did their parents and teachers. Technological changes upset traditions and ushered in new ways of viewing the world. Mobility within communities, across the states and the nation, became more commonplace, as old-time family roots were pulled up and families relocated. Urbanization brought new economic opportunities and new problems. Many family relationships broke down under the stress and the number of divorces increased.

By the end of the 1960s there were new threats to the nation which also served to alienate many young people from adults. The schism, which was traditionally there, became wider and the crack more treacherous. The Vietnam War, television, birth control pills, and the advent of a drug culture, tended to pit adults against adolescents. A social structure was in upheaval as one public confrontation after another continued to intensify the problem. "Don't trust anyone over 30," shouted one college student in a demonstration march. "Don't trust anyone over 20," echoed a high school student who was smoking marijuana in a school parking lot.

The rapid changes which were taking place in our society and the communication gap which was widening between adults and young people presented a picture of confusion, conflict, and confrontation. The old ways of coping with problems and people were breaking down and the search for new ways was beginning. Stressful events of the times and overwhelming choices created an age of anxiety.

There simply were not enough professional care givers to render assistance to those who were in personal turmoil. There were not enough professional facilitators to guide antagonists through constructive debates and patient exchanges. There were not enough psychiatrists, counselors, or social workers to provide vital services. It was about this time that self-help books and personal-growth groups became very popular. It was also about this time that the drug culture found root in our society, alienating youth even more than before.

The Emergence of Peer Counseling

Young people have been experimenting with alcohol and drugs longer than most people are willing to admit. Drug use among youth, however, is far more serious than it was decades ago. More powerful drugs are now available and there is a more pervasive network of drug dealers. Adolescents are also beginning to use alcohol and drugs at an earlier age than in past years. Because drug abuse has had such wide-ranging effects on our society, compounding other social and personal problems, adults began asking for help—asking young people to join with them in fighting this national problem.

Professional counseling groups generally resisted the idea of using paraprofessionals in situations which appeared to need the attention of certified professional counselors. However, the need for helpers encouraged agencies to use volunteers or to employ minimally prepared workers. In addition, young people were so suspicious and mistrusting of adults ("Don't talk with anyone over....") that many professional counselors were shut out. Their assistance was unwanted and, too many times, rejected.

Adult helpers, despite their titles and willingness to provide assistance, were seen as opinionated, judgmental, dogmatic, unsympathetic, not understanding, and disrespectful toward young people. The battle lines seemed to be drawn.

Finally, it was recognized that adolescents tended to talk with their peers about problems before they would talk with adults, including parents, teachers, counselors, or religious leaders. It was obvious that groups of young people, for better or for worse, were banding together. Many were determined to resist adult advise and guidance. They believed that only those of their own age group could be trusted and could understand their world.

Not all adolescents, of course, were so alienated. Yet, it was about this time that peer counseling was introduced. Peer counselors were to be an extension of professional counselors. They were to be involved in working with their peer groups by talking through various problems and helping to build bridges between the adolescents with problems and the adult helpers.

The term "peer counseling" was first made popular in a few large cities, such as Miami, New York, Houston, San Francisco, and others. Affective education was popular about this time and, for the most part, this approach was used to help prepare teenagers to work with other teenagers. Being tuned into self, being sensitive to others, and reaching out to talk with others were the foundations of most programs.

Many of these early peer helping programs were very successful in reaching young people who needed help. Four of the most successful programs in public high schools which received national attention were those started by Barbara Varenhorst in Palo Alto, California (Hamburg & Varenhorst, 1972); Don and Mimi Samuels in Miami, Florida (1975); H. Dean Gray and Judy Tindall in St. Louis, Missouri (1978); and Robert Myrick and Tom Erney in Gainesville, Florida (1978 and 1979). There were others, some which concentrated on leadership training and general social and academic projects. Tutoring, for example, continued to gain support.

However, some peer counseling programs experienced problems. First, many adults, including professional educators and counselors, continued to be skeptical about the responsibilities which "counseling" implied and they had a difficult time imagining teenagers as counselors. Some parents said, "I don't want another kid counseling my kid," as if to imply that the working relationship would be either unproductive or possibly hurtful.

Professional counselors, including many school counselors, were also worried about peers counseling peers. One counselor said, "I went to graduate school to get a degree in counseling. Now, you're saying that these kids are going to do my job, just because they are younger than I am?" In truth, many of the first peer counseling programs offered minimal preparation, if at all. In addition, many of these same professionals who had been trained in advanced theories and techniques associated with counseling psychology could not visualize how peer counselors might work. Peer counselors could make a wrong diagnosis or interpretation, or perhaps strip away the tenuous personal defense of a person and precipitate a crisis. The solution might be worse than the problem, perhaps creating more problems.

Because the first peer counseling programs concentrated on reaching students who were experimenting with drugs, some students saw peer counselors as "little narcs." In many cases, peer counselors were only selected from those students who appeared to have everything in order in their own lives—good grades, good citizenship, and so on. It was erroneous to think that they would be able to provide assistance to anyone their own age or younger, just because they themselves were part of the peer group. Many were rejected by their peers, who said, "I don't need a counselor. And, who do you think you are, passing yourself off as one?"

Despite the obvious advantage of peer counselors, many schools have delayed implementing organized classes or training programs. The American School Counselor Association (ASCA) has taken a positive stand, recommending that peer counseling be a part of school guidance services. In 1984 the position statement by the association was modified and it included a name change from peer counselors to peer facilitators.

The Evolution of Peer Facilitators

The term "peer facilitator" was introduced into the professional literature about 1976. It seemed to best indicate the role and expectations for students who were working as peer helpers. In fact, students were not really "counseling" in a professional sense. Rather, they were using communication and interpersonal skills to assist others to think through various issues, topics, and concerns. They facilitated others to think about their ideas, feelings, and behaviors. They were facilitators of personal, social, and academic growth and they did not infringe on the rights and responsibilities of certified professional counselors.

The American School Counselor Association (ASCA) official position statement on peer facilitator programs (1984) appears as Appendix A in Section H of this manual. It helps define peer facilitating and peer facilitator roles and emphasizes how trained peers can help meet the many needs and interests of a school population. Training and ongoing supervision are highlighted as important components of a peer facilitator program.

The term "peer facilitator" is used throughout this book and the student book, ***PEERVENTION: Leadership Training Peer Facilitators for Prevention Education.*** It is a term which captures what peer helpers are expected to do and has been well received by educators, professional counselors, and parents. It seems to stir up less anxiety among adults who are apprehensive about student abilities and the skills needed to assist others in helping relationships. It opens the door to developmental activities as well as those which focus on problems or crisis situations.

The newest term to be featured, which seems to incorporate both peer counselors and peer facilitators, is "peer helper." This title is more ambiguous and less descriptive of what peers will do, but it puts the focus on the goal—helping others. Its universal appeal was evident when the name, National Peer Helpers Association, was chosen in 1986 for the newly formed organization of professional trainers.

And, there are still other titles, slogans, special names, terms, designations, and labels used by peer helpers to give them their identity. Some are based on acronyms which are related to a school's logo or mascot. Others are based on the spirit of reaching out and caring for others. Still others are

simply fun and appealing, but still giving special recognition to both the helpers and their programs.

For example, here are some terms which peers have used to identify themselves:

Teen Counselors
Teen Aiders
PALs (Peer Assistance Leaders)
The Peer Connection
Peer Assistants
Peer Hosts (Helping Other Students to Succeed)
The STOP program (Students Thinking of Peers)
TIP (Teen Involvement Program)
Peer Pals
Buddies
Big Brothers and Sisters
Student Facilitators
Health Education Assistants
Student Conflict Managers
Peer Advisors
The TLC (Teen Leaders Care) Program
STARS (Students Touching and Reaching Students)

It is the position of the authors of this book that the title is less significant than what the peers actually do. What are their roles? What skills do they need to have in order to function in these roles? What kinds of helping projects can be developed which will enable them to use their skills? And, what kind of training program is needed to prepare them for their roles and their projects? These questions are the critical ones which this *peer*vention program addresses.

Four Basic Peer Facilitator Roles

There are many things which trained peer helpers can do. But, it might be helpful to first think of peers working in one of four roles: student assistants, tutors, special friends, or small group leaders (Myrick and Bowman, 1981).

Peers as student assistants. As student assistants, peer facilitators work with counselors, teachers, administrators, or other professional helpers, and they help them with various tasks which can be assigned. This might involve answering the telephone, taking and delivering messages, distributing materials, operating media equipment, making video tapes, or directing traffic at a busy intersection. In general, this role is less demanding than others because it is more structured and it usually involves a specific task.

Peers as tutors. Peer tutoring, especially cross-age tutoring, has been a favorite role among adult educators for a long time. Early tutoring programs relied primarily on a student's own initiative and skill, assuming that the tutor would know what to do. In this case, the primary qualification was to be knowledgeable in the subject. Consequently, many tutoring programs were based on matching high-achieving students with low-achieving students. A well-prepared tutor, however, can go beyond academic knowledge and skill, perhaps giving attention to motivation, interest, learning barriers, and self-esteem. Peer facilitators, working as peer tutors, are more than task masters or "drill sergeants."

Moreover, some teaching methods and school assignments require students to discover ideas for themselves, to practice skills in a lab or natural environment, and to explore alternatives. Some students especially need the help of caring and sensitive peers who can encourage them. Resistance to teaching methods or to learning in general might be a result of feeling embarrassed, defensive, anxious, or inferior. As students gain self-confidence by working with peer tutors, their class performance and grades can improve.

Peers as special friends. Do you remember close friends from your childhood? Who was your closest friend when you were a teenager? What kinds of things did you talk about? What influence did that person have on your life?

There are many students who attend school and who report that they have no friends. They do not see school as a friendly place to be. Some feel isolated and alone. Others feel rejected and unwanted. Going to school can be a pleasant or an unpleasant experience, and many times the determining factor is not what takes place in the classroom, but what happens in the social relationships that are formed during school.

Without friendships, students might withdraw and feel insecure. Class discussions become unappealing or even frightening as they are not involved because they fear peer judgment. Although some teachers may attempt to coax withdrawn students into more activities, when a situation is seen as threatening, resistance grows even stronger.

Peer facilitators working as special friends can be friendly guides or helpers. They can provide timely encouragement through companionship. They can become big brothers or sisters, perhaps becoming mentors to younger students. They can also provide timely support to students who are new to the school. This does not mean that they must become best friends with the new students with whom they are working, but it does mean that they can reach out in caring and friendly ways to help other students enjoy being in a group, a class, or a school. Through training and preparation, peer facilitators learn how to set limits with others and themselves.

Peers as small group leaders. Most schools have classes that are too large. The teacher-student ratio is seldom as low as most teachers would like it to be. Many teachers feel uncomfortable dividing their class into small groups so that students can work together and share ideas. These teachers fear that such group work, without direction, could be a waste of time or that unmonitored groups could become unruly.

Peer facilitators working as small group leaders help teachers and counselors provide more personalized experiences for students. For example, a class of 25 students might be divided into five groups of five students each. A peer facilitator might be assigned as a group leader for each small group. The facilitator introduces discussion topics, gives the group members tasks, and encourages each member to participate. The classroom teacher might move from group to group, giving timely assistance when needed. The student participation ratio increases when peer facilitators are used as small group leaders.

Sometimes two peer facilitators might work as co-leaders of a group. They support each other in their efforts to facilitate the group, looking for ways to increase high facilitative responses and to make the group productive. Co-leaders work well in groups where the topic is a sensitive one or where group members are resistant or difficult to manage.

Peer helper projects can be organized around the four roles. The roles can be singled out, or put together in combination, as a helping strategy. For example, Jon, an at-risk student (potential school dropout), was assigned a peer facilitator, Renaldo, who introduced himself as a peer assistant. The peer helper's first task was to build a friendly relationship and to become a special friend. The two boys talked about a host of things, including what they liked and did not like about school. Eventually, Renaldo suggested that he could help Jon in some of his class assignments and arranged for him to get some extra tutoring in one subject.

Renaldo also asked Jon to join him in a small group of five other students. They went through a few structured learning activities in four thirty-minute sessions where the focus was "How to Get a Job." This small group unit was developed by the school counselor to help students clarify their career goals. It was assumed that Jon needed help and that a peer helper working with him in a combination of roles could make a positive difference.

Peer Facilitators and *Peer*vention

Peer facilitators or helpers can work in different roles and can take part in many different projects. These projects can be directly related to the school curriculum, perhaps focusing on academic subjects. The projects may focus on specific problems, such as working as a special friend in an in-school suspension room where students go when they have been suspended from the classroom. Or, they can work in a variety of projects which are aimed at preventing problems. These projects and interventions by peer facilitators might be considered *peer*ventions.

"*Peer*vention" is a term used in this book and the companion book, ***PEERVENTION:*** *Training Peer Facilitators for Prevention Education* It has been coined to emphasize that peers can and must take part—not only in self-development, but in an intervention—if they are going to be peer helpers. There are many social and personal problems which keep students from learning what can be addressed through peer interventions. There are many social issues which face our nation which keep its citizens from being productive and from living healthy lives. Many of these concerns are now being addressed through prevention education programs.

Prevention education programs have been organized and presented by professional teachers, counselors, medical personnel, and community agency workers. These programs focus on such issues relating to alcohol and drug abuse, school dropouts, homelessness, environmental waste, hazardous practices, and dysfunctional families. Peer facilitators can be of help in these programs.

Peer facilitators can play active roles in helping prevent problems. Prevention education programs need peer helpers, who use their talents and skills in prevention education projects. A *peer*vention is a peer facilitator project or intervention under the supervision of a peer trainer or coordinator which focuses on the prevention of a problem.

Mobilizing Peer Power

Educators have to face the fact that there will never be enough resources to provide all of the special helping services that people need. There are not enough trained professionals. How then can the needs and issues to be met?

First, adults and teenagers can work together, trying new ideas. By listening and by watching peer counselors at work, the power of peer helping can begin to have new meanings for adults. The caring skills which had, at times, been so carefully guarded by professionals seem to come alive and make positive differences in the hands of peer helpers.

Second, *peer*vention is a viable strategy, especially in prevention education. Trained peer facilitators can use their skills to work with others in a variety of helping roles and projects.

Third, peer facilitators, or what ever name you prefer, are an important national resource which must be mobilized in prevention education efforts if our society is to grow stronger and survive.

Advantages of a Peer Facilitator Program

Myrick (1987) outlined several advantages to having a peer facilitator program in a school:

1. It is a program for all students and it helps students learn leadership skills that can be used throughout life.
2. It encourages more students to become actively involved in helping their school to have a better learning environment. Students communicate more effectively and more positively with each other. They learn how to be sensitive to others and how to stand up for their own rights.
3. It enables more students to receive more guidance services because there are more helpers in the school. Peer facilitators are the helping hands of teachers and counselors. They help deliver guidance services and, consequently, many more students are involved.
4. It is a highly visible program that brings positive public relations to the school's guidance program.
5. It mobilizes human resources in the school—the power of peer relationships.
6. It can benefit many students, including the peer helpers themselves. Training can be treatment for some students. They are less likely to be resistant to learning something when they learn that their help is valued and wanted.
7. It is a positive experience for the program coordinator and trainer. It is often reported as the highlight of a counselor's week.
8. It is one of the best staff development programs that counselors can experience. As they teach students how to be helpers, they invariably become more effective themselves. Counselors report that in their review and teaching of basic facilitative skills, they learn and relearn techniques and strategies which make them more effective in other areas of their jobs.
9. It is developmental in nature, going beyond crisis interventions. Peer facilitator programs do not replace counselors. To the contrary, they tend to increase student referrals to counselors. Most important, many of these referrals come prior to events that precipitate a crisis.

10. It gives peer facilitators an opportunity to be models for other students. Effective interpersonal skills become a part of the school day and make school a better place to be for everyone, including teachers and counselors.
11. It enhances the learning climate in a school through various peer facilitator projects.

Summary

The time required to be a peer facilitator trainer or a coordinator of peer facilitator projects may take time away from any direct services that might be given to students who need counseling. But the advantages of a peer facilitator program far outweigh this limitation.

Students at all levels can be trained to be peer facilitators. Systematic training programs make the difference. Such programs center on leadership training and the students learn about themselves and others. The programs benefit the peer facilitators themselves, perhaps as much or more than the students with whom they work in the helping projects.

Peer facilitator programs and projects are one of the most professionally and personally rewarding interventions that you can be associated with in your work. Now, it is time to get started.

The Power of *PEERVENTION*:

A Manual for the Trainers of Peer Facilitators

by Robert D. Myrick, Ph.D.
and Betsy E. Folk, Ph.D.

The spirit of the ***PEERVENTION*** training program is captured in the image of the butterfly in flight. Just as the beautiful butterfly emerges from the cocoon of the caterpillar, the beauty of the human spirit radiates when it is released from the oppressive power of the problems prevention education seeks to overcome. The puzzle pieces coming together symbolize the fact that ***PEERVENTION*** is a program that integrates two concepts that are impacting on our educational system today—***PEER** facilitation*, training students to enable them to reach out to help others, and *pre**VENTION** education*. *Prevention education* seeks to explore, discover, and take action with issues prior to their becoming crises.

In ***PEERVENTION**: Training Peer Facilitators for Prevention Education*, students are introduced to the helping relationship and appropriate methods of responding to others through a variety of experiential training activities.

The second phase of training is designed to equip the students to assist others in the prevention of:

- school disorientation
- academic failure
- depression and suicide
- eating disorders
- family distress
- alcohol and drug abuse
- body assault
- sex related problems
- career indecision
- community unrest

Additional suggestions for training are provided in the student handbook, *PEERVENTION: Training Peer Facilitators for Prevention Education*.

Educational Media

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Section B

Developing a Peer Facilitator Program

The Power of PEERVENTION:

A Manual for the Trainers of Peer Facilitators

by Robert D. Myrick, Ph.D.
and Betsy E. Folk, Ed.D.

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Section B

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Section B

Developing a Peer Facilitator Program

No matter the training approach, the goals, or the organization you choose for your program, you will want to give special attention to the factors outlined in this unit.

First, some programs are more comprehensive than others. In these programs, the training is longer and in greater depth and the helping projects are more extensive. The general trend in high schools is to have an elective credit course in the school curriculum through which a peer facilitator program is organized. In this case, students meet daily and follow a formalized course of study under the direction of a teacher or counselor. After a few weeks of training, the students begin their work as peer facilitators in various projects in and around the school.

Other programs may be less comprehensive and feature different training approaches. These will be discussed in more detail in Section E. Training, for example, can also take place in weekly clubs, day-long or weekend retreats, and during teacher-advisor periods. All training programs are still organized around the same primary factors. For discussion purposes, the credit course approach will be given special attention, assuming that it requires the greatest detail and preparation for a trainer.

Program Coordinator/Trainer

Who should be the coordinator/trainer of the program? When the program is an elective course in the school's curriculum (e.g. social studies), then credit is given for completion of the course requirements, provided that the trainer is a certified teacher, counselor, or administrator. The trainer may call on non-certified personnel for assistance, including guest speakers and other contributors.

Administrators who are choosing a trainer will want to give special attention to such personal characteristics as: enthusiasm and energy, commitment and sense of purpose, caring and concern for students, and a belief that students can be a helping force within the school. In addition, a trainer must have an ability to teach interpersonal skills and should be sensitive to personal growth and societal issues.

If you are going to be a trainer, then plan on learning more about yourself and others. Be open to experiences, be flexible, and be willing to try new ideas. A sense of humor will go a long way, especially as you explore topics which are personal and sometimes awkward.

Of course, it is important to have a knowledge base about peer facilitator programs, how they are organized, what might be expected of peer helpers, and how to train them for helper roles. It also helps to be creative when the time comes to plan projects for your students. This book will help you to get organized. Rely on it and make modifications to fit your needs and the goals of your program. In addition, you will want to think of ways to network with other coordinators/trainers, such as through newsletters and leadership conferences.

Two people could co-lead the program. One might be the primary trainer, such as a classroom teacher, while the other might be the primary coordinator, such as a school counselor. The trainer prepares students to be peer facilitators, while the coordinator helps develop special projects in which the facilitators can use their skills. The luxury of co-leadership is difficult to obtain in many schools, but it can be stimulating. It has the advantage of mutual support, flexibility, and the presence of two role models. Responsibilities can be shared or divided, based on time available, skills, and interests.

One worthwhile starting place for a coordinator/trainer to begin is self-assessment. What leadership skills will you bring to the program? What are your strengths? What are your personal limitations and how might these get in the way of your plans? What additional skills will you need? What are your goals? With whom will you work? And, what will you do after you have trained the facilitators? Finally, what do you hope to gain from this experience?

Program Goals and Objectives

Each program, and subsequently the training approach, is defined by its goals and objectives. These may differ from one program to another, depending on the student populations, the extent of training, and the nature of the projects. The four general goals of a peer facilitator program are:

1. To prepare a selected group of students to be peer facilitators who will:
    a. Demonstrate specific interpersonal and communication skills which can be used to assist others in decision making and problem solving;
    b. Participate in one or more of the four basic helper roles: student assistant, tutor, special friend, and small group leader;
    c. Organize and implement a helping project which assists others, such as a prevention education intervention;
    d. Be able to assess their own abilities and progress in helping others; and
    e. Know how to make appropriate referrals to responsible adults.
2. To provide an organized structure which enables the students to augment and enhance the guidance and educational services which are available to all students.
3. To target at-risk students or targeted student populations who need special assistance and who would benefit from working with a peer facilitator.
4. To provide an academic and personal growth experience for students who are preparing to be peer facilitators.

The state of Florida has approved high school social studies courses entitled Peer Counseling I, II (first year) and III and IV (second year), with a half credit for each semester (18 weeks) of work completed. The intended outcomes are presented as Appendix B in Section H which also shows performance standards.

As you study the Florida curriculum recommended for high school students, you will note that the initial goals are to help the peer facilitators to first learn about helping relationships and about positive regard for human potential. Develop-

ing an increased awareness of self and the interpersonal skills of listening and responding are the core of peer facilitator training. Communication skills, decision-making processes, and methods for resolving conflict also receive attention.

In the state of Texas, approximately 55 high schools in 1990 had received permission from the Texas Education Agency to implement an "experimental course" for peer helpers. Many of the schools have developed curriculum goals and performance objectives similar to those approved in Florida. Other states are also developing credit classes with stated goals and outcomes.

Some trainers start by identifying a specific need or problem which could be addressed by the peer facilitators. In these instances, the problems or concerns generate the purposes and the goals of the program. One school, for example, was located in a highly mobile area. It was flooded with new students, more so than other schools in the district. Peer facilitators were trained in a one-day training program to be "School Ambassadors," who were then assigned new students. The student facilitators were limited in their roles because of the limited training, but they were taught how to make students feel welcome in the school and to guide them through an orientation week. Thus, the need to help students adjust to the school was the central purpose for organizing a peer helper program. The purpose helped determine the kind of training that was needed and provided.

Written goals and objectives give direction. They can keep you focused as you proceed with your training activities. They can also be used to assess the outcomes of your program at the end of the year.

Program Support

Gaining support for your program is a requisite. Your own enthusiasm will help sell the basic idea, but other personnel in your school and community will want to know more about your plans and who will benefit. Make no assumptions. Begin by telling what peer facilitators can do and who might be selected. Explain the four basic roles. Answer questions directly and be prepared to give specific examples. As others gain an increased understanding of what you are trying to accomplish, they will have more reason to be supportive and to help make your job easier.

Administrative support is one key to a successful start. Make an appointment with your administrative team and tell them your plans. Discuss with them your goals and objectives, emphasizing the merits of the program. Be prepared to answer questions about the value of peer helpers, perhaps supported by research such as that presented in this book. You may want to point to student needs on your campus and explore what is being done to meet them. Or, you might refer to your school's annual student needs assessment. Then, suggest how a peer facilitator group could help. If you have visited another peer helper program, tell what you saw and heard. Tell how your program will be similar and yet different.

Administrators are charged with keeping the school running smoothly. They want to avoid controversy. They might like an idea but they might have some reservations in terms of how it fits into the school's working structure. Emphasize how the program mobilizes resources and is tied to helping students learn more effectively and efficiently. It prepares students to help students. Try not to overwhelm someone with a flood of ideas the first time around. Present the basic plan and let your administrators (and parents) ask questions.

If your administrators are skeptical or uncertain, perhaps you can pilot a small program. Start with a small number of students, maybe five or six. Train them just as you would if you were working with twenty students. Let them experience the same general curriculum and activities. Design a few simple projects which will demonstrate how peer facilitators can make a difference and contribute to the learning climate of your school. After you have gained more experience and collected supportive data (See Section H), you can talk about ways to expand your program.

Teachers and other staff at your school must be "sold" on the program and its benefits. You will need faculty assistance in identifying students who might be trained as peer facilitators. Teachers can also recommend students who could

benefit from working with peer helpers. Teachers who understand the purpose of your program and visualize its effects are more likely to support your training procedures and projects.

Students should be made aware of your program through announcements, bulletin board displays, or classroom presentations by you or your peer facilitators. Student perceptions affect the way services are received. Misconceptions make it harder for peers to carry out their projects. For instance, if peer helpers are viewed as an "elitist" group, that impression may provoke resistance and diminish effectiveness.

One set of application forms can be seen in Section G on pages 5-11. They outline the program briefly, call for self-evaluation, teacher recommendations, and parent permission.

Parents and community members need information. They need to hear about the nature of your course and some of your training procedures. They can be given examples of how peers learn to facilitate and how some anticipated projects might work. For instance, some parents may want to be assured that your program will not interfere with academic goals. Some may be concerned that peer facilitators will probe too deeply into matters which do not concern them. Others may worry that the facilitators are unsupervised and will be at a loss of what to do when they encounter a difficult situation. What do the facilitators do? With whom will they work? What are the benefits? Who is responsible for training and supervising?

A brief presentation such as The Power of Peer Helpers might be developed and used to explain and sell your program to parents, school faculties, local civic groups, and other interested audiences. An invitation to a meeting for the purpose of acquainting parents with your ideas and plans is shown on page 12 of Section G of this manual.

The parents of students who are selected to be trained must give permission for their young people to participate. A parent permission slip appears on page 13 of Section G. There will be times when a student in training may have to drive to a project location and parent permission is required. There may be times when peer helpers are working on a project which deals with a sensitive topic—such as AIDS, and you may wish to keep parents informed as to your plans. As the need arises, look for ways to involve parents. They might provide additional resources to the class, perhaps as guest speakers or as liaisons with community agencies and businesses.

You and your students might furnish articles to the school and local newspapers. Public relations is important and should not be overlooked. Modesty is a virtue, but keeping others informed of your program's progress, successes, and needs makes common sense. Good public relations can also be fun. Share your experiences with others. Tell your story.

Program Participants

Who should be peer facilitators?

This is almost always the first question to be asked and answered. All students can learn how to facilitate others; however, as a trainer you will be selective. The criteria for selection will be influenced by program goals and objectives, as well as your personal interests and the kinds of projects you plan to implement. For example, a math tutoring project may require mastery of certain academic skills, as well as knowing how to encourage and motivate a math student.

What will be the selection criteria?

What personal qualities will you look for in selecting students? Some desired characteristics seem obvious: potential leadership; friendly disposition; positive attitude about self and others; willingness to give time to others, being conscientious and enthusiastic. Verbal skills are valued since most of a peer facilitator's work involves talking with others.

Self-confidence and self-esteem are desirable but, like many other traits, they often develop as part of the training program. However, if your program is limited in scope and restricted to brief training, then you may prefer to select students who already have many of the qualities associated with leaders.

It is often easier to train a homogenous group, one that has similar characteristics and interests. You can expedite training procedures and concentrate on a few specific projects. Or, you may choose to design your program for a diverse group of participants, perhaps one that will reflect your school's population. Race, gender, specific abilities and skills, and other variables may receive priority when you organize and train your group.

How many should you select?

This decision can influence the entire direction of your training program. The more students you select, the more students there are to manage and place in projects. More students means that more time is required for training and supervision.

Many successful peer helper programs started with a small number of students who were accessible, likeable, and easy to work with. You might begin with six students, perhaps because you enjoy being around them. Or, you may think that they would respond quickly to training and are already suited for some projects you have in mind. You might know a group of students from another situation and decide to ask these same students to continue meeting in order to learn how to facilitate others.

The size of the group can also be determined by other factors, such as availability. If students are enrolled in a leadership course and attending class regularly, then this group might range from 15 to 20 students. In general, the maximum number for a class is usually 24. The curriculum outlined in this book tends to work best with at least 12 or more students because many of the learning activities require group interactions. Students learn from each other through observing, sharing, and practicing skills together.

How do you recruit students to participate?

You might advertise your program through brief announcements over the school's intercom or in a school bulletin. You, or some students whom you have coached, might make classroom presentations regarding the program, training, selection procedures, and dates for receiving applications.

Students could pick up an application from a central location, complete the form, and return it to you. The form might include a personal checklist or questions which help students think about their abilities and interests. Sample application forms appear on pages 6-9 in Section G in this manual. They require applicants to disclose some information which might reflect their willingness to be involved in a program which focuses on personal development, problem solving, and *peer*vention. They also include a self-evaluation checklist, which may later be used as "baseline" data, indicating where a student is starting from at the beginning of the program. A similar checklist is completed by three teachers who rate the student's potential.

Teacher recommendations play an important part in the selection process (Section G, pages 10-11). Another approach is to ask the faculty and staff to provide the names of students who they believe will be effective facilitators. These students are then asked to attend a meeting in which the program is explained and the applications are distributed. Some beginning trainers rely entirely on teacher recommendations when they are first starting. Later, as more opportunities to meet with and train students develop, an open invitation to the student body might be extended.

As part of the application process, you might prefer to meet with the applicants individually or in small groups prior to selection. Interviewing the students can give you additional information, especially about their concern for the welfare of others and how they initially interact with others. It also gives you a chance to imagine how they might function in class, what special training they might need, and the particular contributions they might make.

It is not easy when you have a large number of applicants to make a final selection. The selection process is based on a number of factors which may change from year to year. Such variables as time, space, number of applicants, and your own workload and interests can influence your decisions. The training approach you choose also determines the selection process you will use.

How do you tell students about the selection results?

Ideally, you meet individually with each applicant and share the results. This enables you to give feedback, specifically telling about the positive characteristics you noticed, especially with those who were not selected. You can clarify the selection process, the reasons for your choices, and any options that might be possible for those who were not selected.

Sometimes it is simply more efficient to notify everyone who has been accepted into the program by a personal letter (e.g. Section G, page 14). You can expect those who were selected to be excited, proud, and eager to participate. It is an honor to have been selected. This also raises some anxiety as they think about what lies ahead and the expectations for them. They want to talk about their selection, what it means, and the next steps to be taken. This might be done in a group meeting.

Those who were not selected and informed by letter (e.g. Section G, page 15) will likely be disappointed. Some may view it as a personal rejection and need to talk with you about the matter. Be prepared to be positive and to explain the selection process. In some cases, trainers have found time to provide limited training for a short-term project in order to accommodate the interests of those who were not selected to participate in the more extensive training program.

Inform your faculty about your choices, thanking them for their assistance and interest. The school newsletter or newspaper might also publish the names of those selected.

If you are beginning a new program, select a term or name which will best describe it. A short list of program names is presented in Section A. The list is, by no means, all inclusive.

Some trainers start with a generic label—Peer Facilitator Program—and later encourage students to help name the group. This name can give the program its identity. In addition, the name may provide a link to a specific objective. For instance, students may attend a peer facilitator class and be called Teen Aiders when they are introduced to others. The program may be called PAL (Peer Assistance Leaders) and the students might be called PALs or peer facilitators. Peer facilitator is still a recognized and commonly used name, but more recently programs are linking their names to the school mascot or symbol. Peer facilitator, peer helper, and peer counselor are generic titles which can be used or replaced with a school's specific name.

Program names lead to logos which appear on buttons, signs, posters, t-shirts, and other items. They can be fun and also communicate intent. They can be a complex acronym, yet easily recognized by others. For example, one group called themselves ROCS (Reaching Out and Caring Students).

Slogans can also be used to communicate a program's purpose. One peer facilitator class selected a slogan for the year which emphasized the kinds of helping services and projects they wanted to provide. "Catch the Peer Wave" became a timely slogan based on a popular commercial and it was used to publicize the availability of peer helpers in different projects.

If you are initiating a new program to your school, careful thought should be given to the name of your group. In the years that follow, this name usually stays the same. It identifies your program and the student facilitators. Other names can be given to projects or special events, but program identification is enhanced when there is some consistency from year to year by a designated title or term.

The most important issue is what students actually do as a result of being trained in the program. However, an unflattering or grandiose title can lead to misperceptions, create detachment from the other students, and handicap your efforts. A general title may be preferred over one which too closely identifies the peers with a particular kind of intervention. *Peer tutors*, for example, emphasizes only one of the roles in which peer helpers can work. *Peer counselors* often implies that students have the skills and the responsibilities of counselors, which can be misleading.

Karing Kids is clever, but may be seen as too cute and awkward to communicate when telling others about the program. Think of something which can stand the test of time.

Many of the factors discussed here interact with one another. A choice in class size has implications for meeting place, training approaches, and methods. The comprehensiveness of a program, objectives, and planned projects will affect your organization.

When will you meet with your trainees?

Peer facilitator courses for elective credit are scheduled for a regular class period in the school day. Some trainers have found it desirable to schedule the class, if only one, just before or after the lunch period. This enables them to have more time for projects after the students have been trained.

One trainer scheduled a peer facilitator class (55 minutes) prior to the lunch period (35 minutes). After the first nine weeks of training in class, some of the peers traveled to an elementary school two days a week where they worked as tutors, special friends, and small group leaders. The combined time (90 minutes) provided flexible time for the peers to travel, eat a quick lunch, meet with their little friends, and return to the high school in time for their next classes.

In addition to the training which can occur during a regularly scheduled class period, the same time period can be used for projects. More specifically, one program featured nine weeks of initial training in communication skills and the helping relationship. In the second nine weeks, the students worked in helping roles around the school two or three days a week, during the exact time that they usually met for training. The remaining days were used for processing their cases and experiences, for receiving supervision, and for additional training.

One high school had a peer facilitator class scheduled for each of the seven periods during the day. This meant that approximately 140 students or more were being trained as facilitators. Some of these students were later assigned to other areas in the school during the class period. Facilitators worked in the central office, in the in-school suspension room, and in the media center with tutoring projects. Thus, peer facilitators were available at all hours of the school day and were accessible to all students.

A few schools offer credit courses during the "zero hour." This is time before or after school especially designed for electives. This allows students to attend a full day academic schedule and still participate in a challenging and rewarding elective. Summer courses, as an alternative training approach, enables students to meet for training prior to the school year and to have fewer schedule conflicts during the school term.

Other options (non-credit) include meeting once a week during lunch, or homeroom, or drawing students from a class, perhaps like a club. If study halls are available, you might recruit students from a study hall period. You can also meet before and after school, perhaps on a weekend or one evening a week, especially if you want to complete some initial training.

Where will you meet for training?

In the beginning, the peer facilitator class will not feel like a group. As individuals, they will have no sense of group identity. Comfort with each other will come as they contribute their ideas, share their feelings, and participate in structured learning activities. Having a comfortable and flexible meeting place, however, is a good place to start.

Many trainers avoid having students sit in rows, as is the case in many academic classrooms. Rather, they have the students sit in a large circle or perhaps a semi-circle for large group presentations and discussions. Students should be seated in such a way that everyone can see and hear everyone else. The students are also prepared to move to other group arrangements when appropriate.

When they are meeting in small groups, they should be able to pull their desks or chairs close to one another in a tight circle. Plenty of space between these small groups precludes their disturbing each other. Therefore, the room should be large enough to accommodate different group arrangements.

Moveable chairs or desks are a requisite. On signal, the students promptly move their chairs to and from various group arrangements. You might organize, for instance the students into triads which meet in their assigned spaces throughout the room. Or, you may choose to divide the class into four or five groups, perhaps one in each corner and one in the middle. On occasion, you will want to use an inside-outside circle (fishbowl). Sometimes demonstrations will take place in the center of the group, or in front of the room.

In some carpeted areas, students can sit on the floor, even when chairs are available. This informal grouping can be accommodating at times and it enables students to move quickly to and from an area.

Look for a room which you can personalize. A large bulletin board or two can be useful. They can be decorated or serve as places to pin items which emphasize a topic being studied.

In addition, some trainers prefer to have a room which is relatively private. The nature of the training activities, as well as the discussions related to supervision of projects, makes privacy a high criterion when selecting a room or meeting place.

Peer facilitators have been known to meet in classrooms, the counselor's office, a room off of a media center, and in quiet hallway corners. Room size will affect the size of the training group, as well as the training activities. Determining where you will meet with your students is an important consideration.

How will you train your peer facilitators?

A program is generally organized into four different phases, each featuring different tasks and activities: *initial training; project preparation; project implementation and additional training;* and *closure and evaluation.*

The beginning phase or *initial training* involves activities which help the trainees to become acquainted with each other and to learn about helping. For example, after some easy self-disclosing exercises which help form a working group, the topic "Who are the helpers?" is introduced. Students talk about the people who provide helping services and how helping relationships are formed.

If you examine the Table of Contents of the student book, *PEERVENTION: Training Peer Facilitators for Prevention Education,* you can see how a curriculum moves from discussion of the need for peer facilitators to skills related to helping and enhancing relationships. Six facilitative conditions receive attention. Then, students begin a series of lessons where they learn about listening, responding, decision making, problem solving, and strategies for helping others.

Students learn best by doing. They will enjoy coming to class and participating in activities which are related to what they are studying and the projects they will be implementing. The student book provides two activities for each chapter which focus on a particular area of preparation. Supplemental activities are presented in Sections 3 and 4 of this book. These sections also describe the proposed curriculum in greater detail.

The second phase of training centers on *project preparation,* with particular attention given to the four helper roles. A student body needs assessment can provide clues regarding projects which could be developed by the trainer, teachers, or students. During this phase projects are outlined according to the target population served, objectives, materials needed, activities and helping strategies, and general organization of the *peer*vention.

The third phase involves *project implementation* or delivery of services. The peer facilitators have received their initial training and they have outlined their basic plan for the *peer*vention. They now begin their work with the students to whom they are assigned. This phase also includes exploring their progress in supervision, receiving *additional training,* and evaluating the effects of their efforts.

The fourth phase entails *closure and evaluation* of the program and the projects. Peer facilitators plan how they will conclude their work and what they will say and do to end their meetings.

They also think about the impact of the program on their own lives and any recommendations they have for the future. Celebrations and fun-filled events are typical during the final few weeks of the program.

Trustworthiness vs. Confidentiality

Peer facilitators encourage others to share their ideas and feelings, to explore their concerns and behaviors, and to make responsible decisions and to solve problems. This is personal work. Peer helpers are involved in human relations training. They talk with others about all kinds of matters and are, subsequently, in a position to hear sensitive disclosures from the people with whom they are working. The information they receive must be treated with respect, kindness, and a sense of caring.

Confidentiality is an issue which needs to be addressed in every peer helper program. First, it is a word that implies privacy. Second, it is a word that suggests that what is received will remain in a trust of silence and that information will not be divulged to others. Third, it is a term that has been used in professional literature to describe the nature of helping relationships, particularly those of counselors. Finally, while it will likely be used by many trainers to communicate the value of trust and privacy, it is also a troublesome word which can raise false hopes among those receiving help and fears among those who do not understand the roles and functions of peer facilitators or peer helpers.

In reality only a few professionals have privileged communication with their clients. Lawyers, physicians, ministers, and psychotherapists are among those few. Most breaches of confidentiality are not in courts of law but they usually come through casual comments ("I didn't know that...") or what seemed to be an innocuous passing on of an interesting tidbit ("You know what I learned today....")

It is a mistake to suggest that all information gained through a peer facilitator relationship must be accorded confidential status. Some trainers make a point to emphasize this concept for fear that young helpers will gossip or act irresponsibly. It is also assumed that a pledge of confidentiality by peer facilitators will encourage others to be more open and honest with them.

It is particularly important not to make promises about confidentiality which may later have to be broken. Someone in a crisis could reveal a secret (which may not be a secret at all). The individual is worried that others may discover it. Rather than promising to keep the matter a secret, it is better to emphasize that the disclosure will be handled with a great deal of respect and sensitivity. It will not be used in a hurtful way.

The most important issues are being trustworthy and knowing limits and responsibilities. Respecting someone may mean that a peer facilitator must share information in "confi-

dence" with an adult, a professional, in order to get additional help. The facilitator's ultimate concern is the welfare of the people with whom he or she is working. Thus, disclosures are handled with dignity, trust, and within ethical limits.

Peer facilitators or peer counselors are not certified professionals. They are peer helpers who have training in leadership and interpersonal skills. They may use their knowledge and skills to be even more effective than professionals at times. But, our laws do not grant them privileged communication. Therefore, the concept of confidentiality is more important than the promise of confidentiality.

Encourage your trainees to apply the same general considerations of being trustworthy, sensitive, and of showing personal regard in their classroom work. There will be many opportunities for students to learn how to handle sensitive information in the course of training. Help them to think of how they want to be treated. Then, what are some realistic expectations for peer facilitators? When might be some times when peer facilitators would share private information with the trainer or project coordinator? What are some general guidelines and procedures which might be followed?

Through role playing, peer facilitators become more comfortable with difficult situations. They can practice how they might reassure someone, without promising confidentiality. They can practice how to tell someone that the information shared will not be used to hurt that person.

When peer facilitators learn that someone with whom they are working is in danger but is afraid to seek the help of others, then some caring and helpful action must be taken. This may mean telling that person that the information must be shared with a school counselor or another professional helper. It may mean that the two of them might go somewhere together in order to receive help. Peer facilitators provide support; they have in mind the best interests of the person with whom they are working; and they avoid the paralysis of promising to "keep a secret."

The issue of being trustworthy becomes more complicated when group work is involved. For instance, if someone in a group reveals a private and sensitive concern, the peer facilitator may need to clarify the trust that has been shown and emphasize the importance of respect.

The same principles of being trustworthy and respectful also apply to trainers. As training groups become more cohesive, there are more personal disclosures. Because of the nature of the training, the topics, the activities, and the personal growth and development emphasis, trainers and trainees must follow the same general principles of trust, including ethical considerations.

In many respects, training in the classroom will enable students who want to be peer helpers to experience the value of being trustworthy and to experience the true meaning of confidentiality.

Other Ethical Considerations

Anyone engaged in helping others must consider ethical practices. Certainly peer facilitators are encouraged to function in accordance with practical ethical codes, some of which have been developed by professional organizations which advocate standards which are designed to protect the welfare of clients or people who are receiving helping services. They have a history of test cases and have formulated documents which suggest good practices.

The following items might be viewed as ethical considerations for peer facilitators:

1. Accept that there are some legal and ethical responsibilities which come with assuming a care-giver role, such as being a peer helper or facilitator.
2. Work from a theoretical rationale, such as the facilitative model and the fundamental principles presented in *PEERVENTION*.
3. Present yourself accurately. Avoid being pretentious about your title, role, or function. Do not over state your training, competencies, experiences, assignments, roles, and functions.
4. Recognize personal limitations.
5. Know when and how to refer cases to professional personnel.
6. Use knowledge and skills only to enhance the health and positive development of others.
7. Make every effort to respect the privacy and dignity of each individual with whom you work.
8. Be accountable for your interventions by evaluating process, progress, and outcomes.
9. Recognize that the agency, school, or institution where you are working has policies and procedures which influence the nature of *peer*ventions.
10. Avoid meeting your personal needs at the expense of those who have chosen (or been assigned) to work with you.

Some trainers have also turned to the American Association of Counseling and Development for ethical principles in order to emphasize how one should behave when working in helping relationships. In addition, the National Peer Helpers Association's task force on ethics has developed a set of guidelines for peer helpers which appears on page 209 in the student book and a code of ethics for peer helping professionals which appears on page 24 in this section of the manual.

As you look at the list above and consider those from other professional organizations, what ethical considerations would you add to the list? Which ones would your students add? Discuss the meaning and value of ethics with your peer facilitator training group. Finally, how are these ethical considerations related to you as a trainer?

Pitfalls to Avoid

All trainers are unique and they have their own special ways of developing a program that is distinct to their school or situation. Each must make decisions which suits one's own needs and interests, while at the same time creating a peer helper program which will meet the needs of the students.

Experienced leaders and coordinators/trainers have described some pitfalls which beginning trainers might try to avoid. Among them are:

1. Failing to tie the program to projects that help all students to learn more effectively and efficiently.
2. Emphasizing counseling theories and skills more than facilitative roles and skills.
3. Using inappropriate and irrelevant training activities.
4. Lacking of systematic training.
5. Lacking of helping projects (*peer*ventions) and the tendency toward making it a "pop psychology" course or support group.
6. Lacking of project supervision and follow-up training.
7. Failing to teach students how to set limits and how to refer students with whom they are working.
8. Lacking accountability.
9. Failing to look for ways in which peer facilitators can assist in developmental learning, as well as problem-centered projects.
10. Fearing mistakes and not taking sensible risks.
11. Becoming too serious and not enjoying the adventure.

The factors presented in this section give you an overall picture of what to consider as you organize your program. In Sections C and D, the *peer*vention program is outlined. Supplemental training activities are also provided. In Section E, attention is given to a credit course and some alternative training approaches.

National Peer Helpers Association
Code of Ethics
For Peer Helping Professionals

June, 1990

Professionals who are responsible for implementing peer helping programs shall be people of personal and professional integrity. As a minimum, the NPHA believes the Code of Ethics for Peer Helping Professionals shall contain the following and be evidenced by commitment to and pursuit of:

1. A philosophy which upholds peer helping as an effective way to address the needs and conditions of people.

2. The individual's right to dignity, self-development, and self-direction.

3. Excellence in program development and implementation through:

   - Strong positive rapport with peer helpers.
   - Appropriate background, training and skills.
   - Personal commitment and energy.
   - The use of professionals with expertise and experience in human relations training.
   - The use of a proven curriculum for training, supervising, and supporting peer helpers.

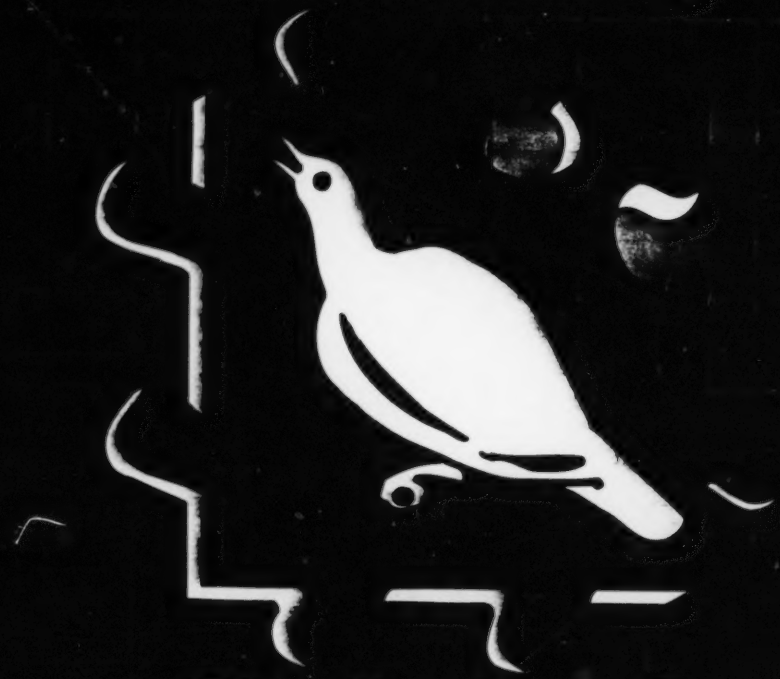
4. The development of a nurturing personality which:

   - Reflects a positive role model and healthy lifestyle.
   - Rejects the pursuit of personal power or gain at the expense of others.
   - Respects copyright and acknowledgment obligations as they pertain to peer helping resources and ideas.
   - Adheres to the ethical and legal obligations of confidentiality.
   - Strives to employ the peer helping philosophy in all life situations.

5. The promotion of a realistic understanding by both internal and external audiences of the benefits and limitations of a peer helping program.

Section C

The Peervention Training Program: Skill Building



The Power of PEERVENTION:

A Manual for the Trainers of Peer Facilitators

by Robert D. Myrick, Ph.D.
and Betsy E. Folk, Ed.D.

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Section C

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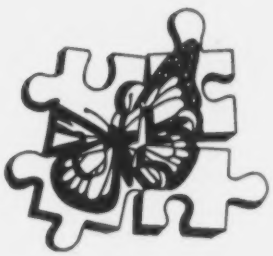

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Section C

The *Peer*vention Training Program:

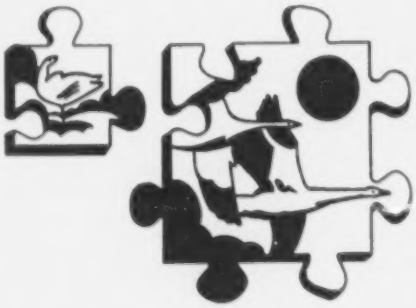
Skill Building

(Chapter 1-7 of the Student Book)

The organization of your training program will be determined by both the time available to train your peer facilitators, the projects to be implemented, and the specific training approach you will be using. These issues are described in more detail in Sections E, F, and H of this manual. This chapter will take you systematically through the student book and provide additional teaching activities for each chapter.

PEERVENTION: Training Peer Facilitators for Prevention Education was designed as a book for high school students who are studying to be peer helpers. It is divided into two major parts. The first seven chapters focus on the training of peer facilitators. The remaining ten chapters spotlight several social issues and national concerns, with implications for today's youth. These prevention education chapters describe the extent of a problem and suggest some things that peer helpers can do ("*peer*ventions").

The chapters that follow are related to chapters in the student book. A summary of the chapter, as well as objectives and activities, are presented. Next, two supplemental activities are described. These additional activities can be used, at your discretion, to give your students more experience with a particular skill or concept. They may also be substituted for those in the student book, if you desire.



Chapter 1: The Need for Peer Facilitators

This chapter builds a case for mobilizing students as helpers and draws attention to the peer facilitator movement. Chapter 1 of the student book (pp. 1-20) introduces the training group to the idea of being peer facilitators.

Many students ask, "What makes you think I can help others?" and "Why will others turn to me for help?" The answer to these questions rests in the power of peer relationships and what peer facilitators might do as helpers. Four basic helping roles are outlined. A few principles about the change process are also presented as a way of laying a foundation for the work which lies ahead.

Objectives:

The objectives for this chapter are:

1. to be aware of the need for peer facilitators and the history of the movement;
2. to name and describe four helper roles;
3. to list and explain seven principles of learning and changing behavior;
4. to be aware of problems which youth face; and
5. to identify different helpers to whom students often turn when they have a problem.

Activities:

Activities 1.1 and 1.2 in the student book are designed to increase awareness of the problems which concern young people and adults and their potential helpers. In the first activity students list and rank order problems while in the second activity group members share impressions about helpers and reasons for selecting them. Both activities can be supplemented by other activities (e.g. 1.3 and 1.4).

Activity 1.3

Let's Take a Silent Vote

Purpose:

To help identify where students stand on the issues related to student development and the need for helpers.

Materials:

None

Procedure:

1. As the class is seated, explain the five signals for voting on an issue: a) **Strongly agree**—wave both hands in the air; b) **Agree**—raise one hand; c) **Disagree**—one thumb down; d) **Strongly Disagree**—both thumbs down; e) **Not Sure or Don't Care**—fold arms on your chest.
2. Make controversial statements, as the class members vote by using the signals. For example:
   - Vanilla ice cream is better than chocolate ice cream.
   - Pizza is better than hamburgers and French fries.
   - There should be no dress codes in or out (e.g. restaurants, public beaches) of school.
   - Women make better parents than men.
   - Students should be searched on entering the school.
   - Boys use more cigarettes and drugs than girls.
   - High school students need more information about birth control.
   - People will ask help from others when it is needed.
   - Students in our school have fewer problems than students in other schools.
   - Seniors in high school have more serious problems than eighth grade students; elementary school students.
3. After a few warm-up (less controversial) votes, other statements or issues might be used.
4. A discussion follows: How was this kind of voting different from other kinds of voting you have done? Did your friends vote the same or different than you? Were you tempted to change your vote after you looked around the room? How do you feel about making your choices public?
5. Next, pick a few of the issues and encourage the students to give their rationales for their votes.
6. Ask the class members if they have some issues which might be voted on, using the same procedures.

Activity 1.4

Dear Friend

Purpose:

To understand how feelings and behaviors are related to personal problems.

Materials:

Identical slips of paper; pencils

Procedures:

1. Similar to the newspaper column, *Dear Abby*, which may be used as a way of introducing the activity, students write down problems addressed to "Dear Friend."
2. Begin by saying, *"Write down a question or problem that you are having. Or, if you wish, write down a problem that is facing a friend of yours. Or, you might write a problem that you think people your age are having and that would be interesting to discuss. Oh, by the way, I have collected some problems from other groups similar to yours and I will include a few of them."*
3. The slips of paper are collected and mixed at random.
4. The trainer then draws out a slip of paper and reads the question or problem.
5. The trainer then says, *"If you had a problem like this one, how would you feel?"* Feeling words are listed on the board.
6. Next, pick a feeling word from the list and ask, *"If you felt this way, how might you behave in the situation?"*
7. Continue practicing relating feelings and behaviors to other problems which are read aloud. No attempt is made to give advice or to solve the problem at this point.
8. At one point, select a problem for discussion (feelings and behaviors) and then ask the group what they might do in such a situation.
9. Next, select a person in the class to respond to a problem, first identifying how that person might feel, possible behaviors related to feelings, and what might be done next.

Chapter 2: Helping and Enhancing Relationships

The second chapter focuses on the nature of helping relationships. Six facilitative conditions are described: caring, understanding, acceptance, respect, friendliness, and trustworthiness. Chapter 2 of the student book (pp. 21-34) introduces the concepts and ideas.

Students are given an opportunity to analyze various relationships among people. After heightening their awareness of relationships, attention is drawn to those which are helpful and those which are non-helpful. The six facilitative conditions which often characterize the best work of peer facilitators are examined.

Objectives:

The objectives for this chapter are :

1. to differentiate between non-helpful and helpful relationships;
2. to list and describe six fundamental facilitative conditions which characterize a helping relationship; and
3. to appreciate the value of the helping relationship.

Activities:

Activities 2.1 and 2.2 in the student book are designed to increase awareness of the six facilitative conditions and to explore the issues of trust and confidentiality. These activities can be supplemented by Activities 2.3 and 2.4 in this book.

Activity 2.3

Picture the Helper

Purpose:

To investigate how first impressions influence the way in which people perceive others as helpers.

Materials:

Six large pictures of people's faces, cut from magazines or newspapers

Procedures:

1. One at a time, the pictures are shown to the class.
2. After each picture, the class members are asked to write down four statements that they think would be true about the person (first impressions).
3. The class shares their impressions.
4. Then, the next picture is shown and again the students write down their statements.
5. Finally, the class is asked to rank order the pictures (from first to last) in terms of those they might seek out for help if they: 1) had a problem about school; and 2) had a personal problem.
6. Tally the results for each picture to determine how the pictures were rated. Discuss the factors which influenced the choices. How can first impressions influence the work of a peer facilitator?

Activity 2.4

Superstar

Purpose:

To identify the characteristics of influential people who have an impact on people's lives and on the helping relationship.

Materials:

Paper and pencil

Procedures:

1. Describe for the class one or two famous "Superstars," those with high profiles in the news—alive or dead—who have gained your admiration. Tell what it is about that person that wins your admiration, listing five characteristics that you imagine or think the person has or had.
2. After giving your examples, encourage class members to identify famous personalities whom they admire, and to imagine or think of the personal qualities of those people.
3. After everyone has written down the name of a person and five characteristics, encourage the class to think of someone who is in their environment (school, home, or community) who appears to have some or all of the same characteristics—a local Superstar.
4. Have the class share their Superstars, emphasizing the characteristics that were identified and shared in common.
5. Discussion follows: If you were to interview your famous Superstar, what question would you ask? What common characteristics did the class admire? Were there any surprises?
6. Relate these characteristics to a helping relationship.

Chapter 3: The Awareness of Self and Others

In the third chapter, students are given an opportunity to increase their awareness of self and others. It is assumed that such awareness is a prerequisite to being a facilitator. Chapter 3 of the student book (pp. 35-46) begins with a discussion of the nature of self and asks the question: Who are you? The need and value of self-disclosure is presented. Finally, four useful strategies for change are outlined.

Objectives:

The objectives for this chapter are:

1. to gain an understanding of the nature of self and the role which self-disclosure plays in self-discovery;
2. to recognize that the self-concept can change;
3. to record and discuss seven important life events which have been significant; and
4. to increase self-awareness.

Activities:

Activities 3.1 and 3.2 in the student book help students summarize some important events which have influenced their self-concepts. Pleasant and unpleasant feelings are identified. Students are encouraged to describe themselves to others. Activities 3.3 and 3.4 in this book supplement the objectives of this unit.

Activity 3.3

I'm a Puzzle

Purpose:

To increase self-awareness.

Materials:

Graph paper, construction paper, scissors, tape, and markers

Procedures:

1. Each student is given a piece of paper with the following categories listed on the left: 1) Recreation; 2) Family; 3) Inter-personal; 4) Nature; 5) Intellectual; 6) Economics; 7) Emotional; 8) Spiritual; 9) Physical; 10) Romantic; and 11) School-related.
2. There are two columns on the right which are used for recording a student's rating: What I Do; What I Wish.
3. Discuss the meaning of each category as it is related to what one thinks about, values, and does in life.
4. Each student assigns a number between 1 and 10 (1 is low and 10 is high), placing it under the "What I Do" column, which depicts the extent to which this category determines current activities and time spent.
5. Then, using the same categories, students assign a second number to the "What I Wish" column, which indicates how they wish it to be in their lives .
6. Divide the class into pairs and discuss the experience, using the following questions: How did you feel about doing this activity? How much agreement did you find between the two columns? Which topics were rated highest? Lowest? What would you need to do to make one wish area happen more often?

Activity 3.4

Feeling Charades

Purpose:

To recognize how non-verbal behavior can reflect what a person is experiencing (feeling).

Materials:

Index cards, each with a feeling word written on it

Procedures:

1. The feeling word cards are placed in a stack on a desk.
2. Students take turns drawing a card and pantomiming a scene which will reflect the feeling written on the card. No words or sounds are used, only body and facial gestures.
3. After about 20 seconds of pantomiming, the class members try to guess the feeling word which was being portrayed.
4. The process continues with another volunteer who chooses the next card.
5. Discuss how non-verbal behavior is related to the helping process and the work of peer facilitators.

Chapter 4: Attentive Listening and Observing

Two important helping skills are introduced in the fourth chapter: attentive listening and observing. Students learn about the art of listening and four steps which can make them careful listeners. Non-verbal behavior receives attention when it is suggested that students become astute observers and use their observations when helping others. Chapter 4 of the student book (pp. 47-60) begins with a discussion about the value of communication skills and outlines the four steps to being a careful listener.

Objectives:

The objectives for this chapter are:

1. to compare and contrast effective communication skills;
2. to differentiate between attentive and non-attentive listening;
3. to list and describe four steps to being a careful listener; and
4. to recognize the value of being a careful observer.

Activities:

Activities 4.1 and 4.2 in the student book draw attention to how voice intonations and other behaviors play a part in communication. Activity 4.2 provides an opportunity for students to practice their listening and observing skills through a group game. Activity 4.3 and 4.4 in this manual give students additional practice in the skills.

Activity 4.3

Messy Messages

Purpose:

To recognize how certain behaviors hinder communication.

Materials:

Ten "messy messages" cards: Judging, Ridiculing, Sarcasm, Interrogating, Preaching, Ordering, Threatening, Name Calling, Shaming, Withdrawing

Procedures:

1. Divide the class into four or five groups. Give each group two of the cards.
2. Each group discusses the messages on their cards and then develops a skit which depicts the effect of these messages on others as they might be used at home, at school, or in other places.
3. The skits are presented in front of the class, while observers look for what they consider to be the messages and how they tended to hinder communication.
4. At the end of the skit, observers make their guesses.

Activity 4.4

The Air Traffic Controller

Purpose:

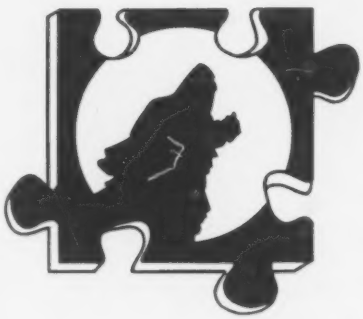
To enhance listening and communication skills.

Materials:

A large room where obstacles can be placed strategically in order to make the game interesting

Procedures:

1. The class is divided into teams of two each. One is the traffic controller and the other is the pilot.
2. The pilot is blindfolded because there is "zero visibility" on this day and the radio is out. Only the controller can be heard and the pilot cannot talk.
3. Starting in a designated corner of the room, the pilot listens to the directions given by the traffic controller, who is in another corner of the room (the tower).
4. The controller tries to guide the blindfolded pilot safely through a series of obstacles (chairs, boxes, class members, and so forth) without touching any of them in order to reach a final runway (designated place in the room).
5. If a pilot touches an obstacle, that person crashes and is out of the game.
6. The next team begins, following the same procedures. However, after the pilot is blindfolded, the obstacles may be moved or new ones may be added.
7. After everyone has had a turn, discuss how one-way communication can be limiting. How might it be different if the pilot could ask questions and communicate more with the traffic controller? Think of other situations where listening is critical.



Chapter 5: The Art of Responding

In this unit students are introduced to the high and low facilitative responses. This is considered the most pivotal unit in the training program, as all other communication skills and *peer*ventions are dependent on the ideas presented here.

Particular attention is given to six high facilitative responses: feeling focused, clarifying or summarizing, open questions, facilitative feedback—complimenting or confronting, simple acknowledgment, and linking. The latter two responses are used in group work.

Chapter 5 of the student book (pp. 61-80) describes the responses and gives examples. It also gives examples of three low facilitative responses.

While there are other ways to organize communication skills, the "facilitative model" which is described in this chapter is particularly suitable to the work of peer facilitators. Students are advised to increase the frequency of the six high facilitative responses when helping others.

Objectives:

The objectives of this unit are:

1. to list, describe, and give examples of the six high facilitative responses;
2. to list, describe, and give examples of the three low facilitative responses; and
3. to practice using the facilitative responses.

Activities:

In the student book, Activities 5.1 and 5.2 provide opportunities for students to practice responding. The first activity focuses on three of the high facilitative responses. These three responses are the cornerstones of the facilitative model. The second activity enables students to practice compliments and confrontations. The group activities enable members to help each other. Activities 5.3 and 5.4 in this manual can provide additional practice opportunities for students.

Activity 5.3

The Peer Leader Cool Seat

Purpose:

To give and receive facilitative feedback.

Materials:

None

Procedures:

1. The class is seated in a horseshoe arrangement, with one chair in front of the class.
2. Students take turns sitting in the "cool seat." When in this seat, a person is silent, makes no responses, and listens attentively.
3. Class members who are sitting in the circle give the person in the chair feedback. Particular attention is given to observed behaviors which will help make the person an effective leader and facilitator.
4. Before leaving the cool seat, a student makes a response.
5. The student chooses or exchanges seats with someone else and the process continues.

Activity 5.4

Family Feedback

Purpose:

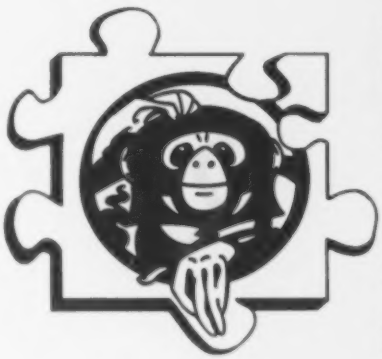
To improve family communication.

Materials:

None

Procedures:

1. Select one person in your family or home whom you believe deserves a compliment. Think of something positive that person has done which has made your life better.
2. In dyads, students tell how they might give their family members a compliment (facilitative feedback). If appropriate, the students may practice what they plan to say with each other.
3. Next, students are assigned to carry out the assignment, within the next two days, of giving feedback to the family member .
4. The students then discuss the outcomes of their assignments, including how they felt about giving feedback, the persons' reactions, and what they would do again or do differently.



Chapter 6: Decision Making and Problem Solving

The sixth chapter focuses on issues related to decision making and problem solving. A set of questions are presented which can help identify and explore and problem. A four-step problem-solving model is presented. This model is another fundamental concept in the helping process which has proven its worth time and time again in peer facilitator programs. Students are advised to memorize the four steps and to draw upon the four key questions to guide a person's thinking in a problem situation. Chapter 6 of the student book (pp. 81-92) introduces the concepts of problem solving and the four-step problem-solving model.

Objectives:

The primary objectives for this chapter are:

1. to identify critical issues related to decision making and problem solving;
2. to list the key questions in a four-step problem-solving model;
3. to experience the pressure and value of setting priorities and goals; and
4. to practice the four-step problem-solving model.

Activities:

Activity 6.1 in the student book gives students practice in setting priorities as they share their ideas in a group experience. In Activity 6.2, students work in triads, taking turns talking about a problem or decision to be made, being a facilitator, and being an observer. Students practice using high facilitative responses along with the four-step problem-solving model. These activities are further supplemented by Activities 6.3 and 6.4 in this book.

Activity 6.3

What's a Person to Do?

Purpose:

To practice problem-solving skills as applied to a hypothetical situation.

Materials:

A paper and pencil for each group recorder

Procedures:

1. Divide the class into four groups.
2. Each group is given a problem area and the task of writing a brief vignette or scenario which describes a situation to be resolved or a problem to be solved.
3. A recorder for each group writes down the situation or scenario and passes it to another team.
4. Problem situations or scenarios are based on the following:
   a. Shoplifting
   b. Cheating
   c. Lying
   d. Personal Rejection.
5. A team discusses among themselves possible ways to respond to the situation or to resolve the problem.
6. The team's recommended response to the situation is then acted out in a skit before the rest of the class. The trainer reads aloud each situation before the team takes the stage.
7. Discuss how easy it was for a team to make a recommendation. To what degree was a team convinced that the problem had been solved? Would you have chosen a different response or solution?

Activity 6.4

I've Got Money!

Purpose:

To practice making decisions and setting priorities.

Materials:

Play money

Procedures:

1. Divide the class into four or five groups.
2. Give each group a sum of play money (e.g. $1,000).
3. Tell the group that they are to decide how to spend the money, first by brainstorming and listing the ways it might be used.
4. Next, the group rank orders the top three ways to use the money and decides on how much money will be given to each of the three.
5. Groups report their decisions to the total class.
6. Discuss the experience. What happened when you learned that the money could be spent on only three things? Was it an easy or difficult decision by the group? How did the group resolve any differences? How do you feel about the group's choices?

Chapter 7: It's Time to Help Others

Chapter 7 is used as a wrap up to the training that the students received prior to their participating in some organized helping projects. (See Section E in this manual). It is designed to have students think more specifically about the helping process and their work as peer facilitators. An example of how they might introduce themselves is presented in the student book (Chapter 7 pp. 93-104). Some ways of thinking about helping projects are presented and discussed. The six stages of a helping relationship are outlined and the issue of confidentiality is revisited. The referral process is also highlighted, as well as some quick dos and don'ts to consider when helping others.

You may have already had your peer facilitators working in projects. Some trainers prefer to have students work in short-term projects with limited goals as part of their initial training phase. Other trainers prefer to complete the first six units before exploring with the students ways in which they can put their skills to work.

Objectives:

The main objectives for this wrap up unit are:

1. to clarify the work of peer facilitators and to consider how the basic helper roles can fit into a helping project;
2. to list and explain the focus of six helping stages around which various projects might be developed;
3. to emphasize the value of being trustworthy and the limits that go with being a peer facilitator;
4. to identify and practice referral procedures which can be used by the peer helpers;
5. to develop a survey for assessing the needs, concerns, and interests of students who might work with peer facilitators; and
6. to review and discuss actions related to problems in helping those whom peer facilitators might encounter.

Activities:

Activities 7.1 and 7.2 in the student book will help increase awareness of the problems which concern young people and how peer facilitators might help. Hypothetical situations are presented in Activity 7.2 which encourage students to explore what they might do and say. Activities 7.3 and 7.4 in this manual help students further explore ways in which they can help others.

Activity 7.3

Making a "To Do List"

Purpose:

To practice making a "To Do List" in which tasks are identified and prioritized.

Materials:

Paper and pencil

Procedures:

1. Talk to the class about the advantages of making a daily "To Do List." Tell how it is best to be specific about tasks and behaviors.
2. Explain how a list of tasks can be rank ordered, perhaps giving some items an A for high priority, or a C for low priority.
3. Each class member is asked to make a "To Do List" for four consecutive days. Items are to be listed, prioritized, and checked-off as they are accomplished. New items are added each day.
4. On the fifth day, the class members share their experiences.
5. Discuss the following: When did you make your list? How many of the A items on your lists were completed? Did you find yourself doing C items before A items? Was your list too long? Too short? Too general? How was the list helpful?
6. Relate how a "To Do List" can help a peer facilitator make plans in working with someone or in a helper project.

Activity 7.4

A Needs Survey

Purpose:

To help identify the problems, developmental needs, and special interests of students in your school.

Materials:

Paper and pencil

Procedures:

1. Tell the class that a "Needs Survey" is going to be developed and used to help better understand the problems, needs, and interests of the student body.
2. As a class, decide (vote) on which format might be used to survey students in the school: open-ended questions, true-false, multiple choice, or rating scale.
3. Divide the class into three or four working groups.
4. Each group thinks of questions or statements that might be used with the agreed upon survey format.
5. The questions or statements are then pooled and the class decides on which ones should be used in a survey.
6. The survey is completed and the class members are asked to help administer it to a sample of students (also agreed upon) in the school. The results are tallied.
7. Class members also administer the same survey to parents (and teachers), asking them to imagine how the students will respond.
8. Use the survey to identify areas where students might benefit from peer facilitator projects. How do parents and students perceive the problems? Where do they agree and disagree?

students further explore problems and related helping strategies to drug abuse.

Section D

The Peervention Training Program: Prevention Education

The Power of PEERVENTION:

A Manual for the Trainers of Peer Facilitators

by Robert D. Myrick, Ph.D.
and Betsy E. Folk, Ed.D.

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The *Peer*vention Training Program: Prevention Education

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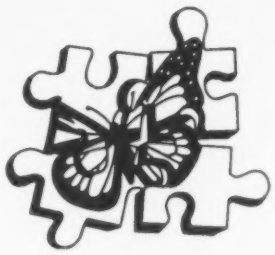

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Section D
The *Peer*vention Training Program: Prevention Education

(Chapters 8-17 of the Student Book)

The student book, ***PEERVENTION:*** *Training Peer Facilitators for Prevention Education,* is divided into two parts. The first part, Chapters 1-7, focuses on the helping relationship, the nature of being a peer facilitator, and the fundamental helping skills.

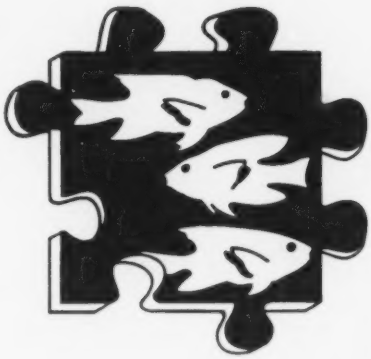
These seven chapters are summarized and supplemental training activities are offered in Section C. This section, in combination with the student book, comprises the basic training program. Additional training concepts, as well as activities, can be drawn from others sources and can be used at your discretion.

Chapters 8 through 17 in the student book focus on prevention education. There are ten important issues which affect almost every school and community in the nation:

- School Disorientation
- Academic Failure
- Depression and Suicide
- Eating Disorders
- Family Distress
- Alcohol and Drug Abuse
- Body Assault
- Sex-related Problems
- Career Indecision
- Community Unrest

These areas of concern are addressed in the student book by examining the extent of the problem and highlighting some things that peers can do.

In this section, the chapters in the student book are summarized, including objectives and the training activities. Two supplemental training activities related to each of the prevention education areas are provided. Thus, the trainer is provided with four structured learning activities for each area, two in the student book and two in this section.



Chapter 8: The Prevention of School Disorientation

Chapter 8 is the first of the ten prevention education chapters. In general, each of these chapters follow the same format in the student book. The extent of the problem is discussed, along with some general ideas and concepts which focus on some of the issues.

In this chapter (Chapter 8, pp. 105-112), students think about school and how school adjustment plays a significant role in determining the learning climate in which they study. *Peer*vention projects are suggested and these can be supplemented by those presented in this book. The most common peer facilitator projects in schools throughout the nation focus on orientation programs for new students. This chapter helps lay a base for those projects.

Objectives:

The objectives of this chapter are:

1. to become more aware of the importance of school adjustment, especially for new students and for those who may be deficient in school success skills;
2. to identify some possible *peer*vention projects related to the prevention of school disorientation;
3. to experience the feelings and behaviors which are associated with breaking into and out of groups; and
4. to experience the feelings and behaviors associated with being part of or being isolated from a group.

Activities:

In the student book, Activities 8.1 and 8.2 provide opportunities for the students to get in touch with their feelings and the behaviors related to being new to a group. These are related to the experiences which new students may have when they attend school. Activities 8.3 and 8.4 in this manual supplement the activities in the student book.

Activity 8.3

An Open Letter to New Students

Purpose:

To identify feelings and behaviors which are related to doing something new, such as attending a different school.

Materials:

Paper and pencil

Procedures:

1. Begin by asking the class to think of a time when they tried something new. What feelings did they have? How did their feelings affect their behaviors?
2. Then, encourage them to think of the time when they first entered this school and what it was like for them, including feelings, questions, people who gave help, and so forth.
3. Next, ask each student in the class to write an open letter to new students: What points do you want to make? What do you wish that you had known when you first started? What cautions would you give and what would you advise them to do?
4. Have the class members read their letters aloud, perhaps in small groups. Next, have the group(s) talk about how the letters might be used.

Activity 8.4

Greetings and Welcomes

Purpose:

To create a friendly welcoming atmosphere in the school.

Materials:

Poster boards, markers, and other art materials

Procedures:

1. The class brainstorms ways in which new students can be greeted and welcomed to the school.
2. Divide the class into three groups. Each group considers the ideas and then develops a display, bulletin board, or art project which is designed to welcome students.
3. The three groups are each assigned an area in the school where their projects might be shown or displayed (cafeteria, hallway, or school lawn).
4. Students are encouraged to use the school logo, or design their own class logo, and communicate something about the availability of resources for new students. Don't forget to include your peer facilitator program as one of those resources.

Chapter 9: The Prevention of Academic Failure

The school dropout problem continues to plague American schools. Low achieving students and those with negative attitudes have difficulty liking school and their presence can distract others from learning. Some students from low socio-economic families are considered at risk because of their performance levels in school and their lack of support and resources. Chapter 9 focuses on these problems and presents some *peer*vention projects which might help prevent academic failure (Chapter 9, pp. 113-124).

Objectives:

In this unit the main objectives are:

1. to identify students who are considered at risk in terms of school achievement;
2. to participate in a learning experience which illustrates how labeling can affect attitudes and behaviors;
3. to identify and practice feedback responses which might be used to compliment and confront at-risk students; and
4. to identify some *peer*vention projects which can be used to help prevent academic failure.

Activities:

Activity 9.1 involves group interactions where messages between people are influenced by the labels that have been given them. In Activity 9.2 students respond to vignettes representative of something that might be done by an at-risk student. Compliments and confrontations are practiced. Activities 9.3 and 9.4 in this manual supplement the unit on academic failure.

Activity 9.3

Curriculum Challenge

Purpose:

To identify and review graduation requirements and curriculum prerequisites.

Materials:

School curriculum guide, graduation requirements, and course selection forms

Procedures:

1. Students divide into groups of about four each.
2. Each group reviews the curriculum materials provided and devises true and false questions related to the information in the materials.
3. Teams take turns asking questions of other teams.
4. Jeopardy Game Rules (What is the question?) might be used in place of the true-false format.
5. The group is then asked to identify the five most important questions and answers that might be helpful to students who are at risk of dropping out of school.

Activity 9.4

The Cheering Squad

Purpose:

To recognize how positive and negative comments influence performance.

Materials:

Blindfold, string or chalk

Procedures:

1. Draw a straight line with a piece of chalk or place a string along the floor, perhaps from one wall to the other.
2. Four volunteers are selected and then they are asked to step out of the room. They return, one at a time, to take a turn walking blindfolded along the line.
3. After the volunteers are blindfolded, the trainer holds up a sign which tells the group members to either "Encourage" or "Discourage." Group members make such remarks as, "You are right on," or "You're way off," "That's great," or "Come on, you can do better than that."
4. Each time the "performers" step on or touch the line it is counted as one point. Total points are tallied for each performer.
5. The blindfolded person's task is to keep his or her feet on the line. After completing a turn, the volunteer again steps out of the room (until all the other volunteers have taken their turns).
6. The next performer is called in to the room and the process is repeated.
7. After all volunteers have taken a turn, they are encouraged to talk about their experiences. How did they feel? What were some of their thoughts, based on what was said to them by the group? Discuss how negative and positive comments can affect performance, as well as attitude about a task (game).

Chapter 10: The Prevention of Depression and Suicide

Chapter 10 focuses on the management of personal stress and its relationship to depression and suicide. Four kinds of stress are presented. Loss is described as a major contributor to depression and depression can drive people to self-destruction (Chapter 10, pp. 125-136). Myths about suicide and warning signs are studied.

Objectives:

The main objectives this chapter are:

1. to describe four kinds of stress;
2. to view stress as a part of life which must be managed;
3. to recognize warning signs of depression and suicide;
4. to examine some *peer*vention strategies related to the prevention of depression and suicide, including how to refer to others.

Activities:

Activity 10.1 in the student book will help increase awareness of factors which contribute to stress. It also encourages group members to identify personal stress points in their own lives. In Activity 10.2 the group identifies and discusses factors which contribute to teenage depression and attempts at suicide. Helping strategies are brainstormed. Activities 10.3 and 10.4 in this manual help students to further explore stress management techniques.

Activity 10.3

Look Who's Talking

Purpose:

To increase awareness of how self-talk can influence feelings and behaviors.

Materials:

Paper and pencil

Procedures:

1. The class is divided into two groups. Members in one group will think and record negative thoughts while members in the other group think of and record positive thoughts. Each group member makes a separate list.
2. Three situations are read aloud and students write their negative or positive thoughts (self-talk) which occur to each one:
   a. You are taking a test.
   b. You have been asked to give a speech at a school assembly.
   c. You receive a telephone call from someone you admire.
3. After the three lists are compiled by each group, the trainer reads, one at a time, the three situations as group members take turns calling out the negative and positive thoughts or expressions which they have recorded.
4. Discuss how some of the positive and negative self-talk statements were the same in each situation. What were the themes? How is self-talk related to depression? Working out of depression? What accounts for some of the self-talk?

Activity 10.4

The Gift

Purpose:

To increase understanding of how an intervention might help a person who is depressed.

Materials:

Paper and pencil

Procedures:

1. Encourage the students to think of a time when they felt down or depressed. What feelings and behaviors emerged?
2. Next, ask the students to think of someone in their lives—at home, school, or in the community—who is depressed or having a difficult time in life.
3. The students then think of one "gift" (tangible or intangible) that they would like to give in order to make this person happier.
4. A picture representing this gift is drawn on a piece of paper. Remind the students that the picture need only have meaning to them.
5. The class is divided into small groups, where members in turn talk about the gifts that they would like to give.
6. Conclude the activity with a total class discussion: What kinds of gifts were chosen? How might some form of the gifts be given, if they are too expensive or apparently impractical?

Chapter 11: The Prevention of Eating Disorders

Chapter 11 (Chapter 11, pp. 137-144) stresses a serious problem that is typically related to adolescents. Eating disorders such as anorexia and bulimia present a danger to young people who are overly concerned about their body images. *Peer*vention projects are suggested.

Objectives:

The objectives of this chapter are:

1. to define and describe anorexia and bulimia;
2. to discuss possible causes and symptoms of eating disorders;
3. to increase awareness of eating habits;
4. to complete an assessment of eating habits;
5. to identify an eating behavior which could be improved; and
6. to list some prevention strategies related to eating disorders.

Activities:

Activities 11.1 and 11.2 provide opportunities for students to increase their awareness of their own eating habits, including related feelings and behaviors. Activities 11.3 and 11.4 in this manual supplement the activities in the student book.

Activity 11.3

Mirror, Mirror....

Purpose:

To assess one's perceptions of self which are stimulated by body awareness.

Materials:

A full length mirror

Procedures:

1. Three volunteers take turns standing before a mirror.
2. In turn, say to each volunteer: *"Talk to the person in the mirror."*
3. Then say, *"Now, tell what you like about what you see."*

4. Then say, *"Now, tell what you would like to change."*
5. Call up the next volunteer and give the person the same three prompts or tasks. This procedure is repeated with the third volunteer.
6. Ask the three volunteers how they felt about the experience and what they learned about themselves, if anything.
7. Divide the rest of class into groups of three. Ask all of the members in the triads to take turns, imagining that they are standing before the mirror.
8. Lead a class discussion regarding body image and any common themes or issues which developed.

Activity 11.4

Let's Ask the Experts

Purpose:

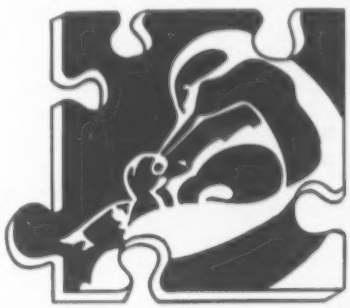
To increase awareness of how eating disorders are a problem in society and how peer facilitators can help.

Materials:

Those required by the guest speaker

Procedures:

1. The class identifies a guest speaker who is knowledgeable in the area of eating disorders, especially as they are related to teenagers.
2. The speaker talks to the class (or a larger group that might be assembled). Some prepared questions by the group are asked as part of the discussion—or they may be given to the speaker in advance of the presentation.
3. After the presentation, the class or assembly is divided into small groups which discuss what they learned and relearned about the topic. If the presenter speaks before a large group, the small discussion groups could be led by peer facilitators.
4. The peer facilitator class then thinks of how helping projects might be developed to address this problem.



Chapter 12: The Prevention of Family Distress

This chapter emphasizes how changes in our society over the decades have brought additional stresses and changes in families (Chapter 12, pp. 145-156). Healthy functioning families and dysfunctioning families are compared and contrasted. Some general styles of communication patterns in families are explained and some common problems are explored. *Peer*vention projects are described.

Objectives:

The objectives for this chapter are:

1. to recognize how the American family has changed over the years;
2. to compare and contrast functioning and dysfunctioning families;
3. to compare and contrast three family communication styles;
4. to increase awareness of parenting styles;
5. to increase understanding of one's unique place in the family; and
6. to brainstorm *peer*vention strategies.

Activities:

Activity 12.1 in the student book gives students an opportunity to reflect on parent/child relationships. Activity 12.2 draws attention to birth order influences and communication patterns. Activities 12.3 and 12.4 in this manual encourage students to further explore communication patterns in families and family-related concerns.

Activity 12.3

The Family Sculpture

Purpose:

To enhance an understanding of family relationships.

Materials:

None

Procedures:

1. The class is seated in a circle.
2. Students volunteer to do "family sculptures."
3. The volunteer stands in the middle of the group and selects classmates to represent one's family members.
4. The volunteer then adds whatever other information chosen before positioning the "family member" in a family sculpture.
5. Thereafter, the procedure continues. Family members are positioned until the volunteer feels that the picture is complete and representative of one's family (or a particular situation).
6. Next, the volunteer places oneself in the picture.
7. The remaining classmates tell what they have observed and ask questions which attempt to clarify how the volunteer sees one's family and one's relationship with them.
8. Look for opportunities to help clarify how family relationships can be stressful. A stressful situation might be described and a discussion might center around how the sculpture would change or remain the same.

Activity 12.4

The Family at Odds

Purpose:

To demonstrate how family members might bargain or negotiate in order to gain an advantage

Materials:

Four pieces of paper, each with a number 1 through 4. There should be a set for each group of four students.

Procedures:

1. Say, *"This is a game of negotiating. Players must convince others to join with them in order to make a winning combination."*
2. Divide the class into groups of four people each. Position them around the room and then put the four pieces of paper in the middle of each group. They can be shuffled, but members are not to look before drawing.
3. Then say, *"You will each draw one of the folded pieces of paper. It will have a 1,2,3 or 4 on it. Remember that a winning combination of numbers is 6 or 7."*
4. Tell the groups that the first round is worth $1.00 and that they will have one minute to determine which players in each group will receive the dollar and how the dollar will be shared. Players must negotiate to form combinations of 6 or 7 in order to win the dollar.
5. For example, person 3 and 4 may agree to form the winning combination and share the dollar equally. Another possibility would be for players 1, 2, and 3 to agree to have a winning combination of 6 and split the dollar 25, 25, and 50. The dollar need not be shared equally in all situations. The players must decide and bid among themselves.
6. Another round is played, with the players again drawing the numbers from the middle of the circle.
7. After five rounds (with increased dollars being offered each round), members tally their individual earnings.
8. Students talk about their experience in the activity, including feelings and behaviors. How is this experience related to bargaining for power or advantage in a group, such as a family? Who in the family usually has the 4? Who usually has the 1? Does it make any difference?

Chapter 13: The Prevention of Alcohol and Drug Abuse

Chapter 13 focuses on problems related to alcohol and drug use. Common myths are confronted and the concept of gateway drugs is introduced. Several issues related to this national problem are explored (Chapter 13, pp. 157-168). Students discover the extent to which alcohol and drug abuse is a problem within their own school.

Objectives:

The main objectives in Unit 13 are:

1. to become aware of the extent to which alcohol and drug use is a problem;
2. to recognize how gateway drugs pave the way for other drug use and abuse;
3. to develop and survey the student body regarding alcohol and drug abuse among teenagers in the school;
4. to explore issues related to drug abuse; and
5. to list some *peer*vention strategies for preventing alcohol and drug abuse.

Activities:

Activity 13.1. in the student book encourages students to talk about issues related to drug use, including implications such as drug testing, addicted babies, drug searches, and anti-smoking laws. In a second activity, 13.2, students complete (anonymously) an alcohol and drug use survey before administering the survey to other students. Results are tallied and discussed as *peer*vention strategies are suggested. Activities 13.3 and 13.4 in this manual help students further explore problems and helping strategies related to drug abuse.

Activity 13.3

The Lie Detector

Purpose:

To recognize how people can lie with conviction, especially those who are trying to hide something, such as alcohol or drug use.

Materials:

A list of questions which can be used by those who are playing the role of lie detector. The questions are general in nature (e.g. What is your favorite movie and why? What foreign country have you visited? Who is your favorite teacher and why? Which do you prefer, McDonald's or Burger King and why?)

Procedures:

1. A volunteer sits in front of the class and answers five questions from class members.
2. The volunteer is instructed to lie or not tell the truth, as convincingly as possible, when answering one of the five questions.
3. Class members then try to guess which of the five answers was a lie or untruthful.
4. Then, another volunteer takes a turn and the procedures continue until about five rounds have been played.
5. The class discusses how difficult or easy it is to detect lies and the clues which help them to determine a lie or the truth. Lying and deceptive behaviors are then related to how some students deceive others in terms of alcohol and drug use.

Activity 13.4

The Discovery Wheel

Purpose:

To increase students' awareness of how others think and feel about issues related to drug and alcohol use.

Materials:

None

Procedures:

1. Two circles of students are formed, one inside the other, with the outside circle facing the inside circle members.
2. The leader reads topics for brief discussion between the two members who are across from each other.
3. After two minutes, the trainer calls time. The outside circle rotates clockwise to the next person. Then, another topic for discussion is given.
4. The topics are:
    a. The world would be a better place if....
    b. My worst habit is....
    c. I feel most dependent on others when...
    d. When I see someone drinking alcohol....
    e. One way to win the war against alcohol and drugs is....
    f. The slogan "Just Say No to Drugs" is ....
    g. One problem of drug use among teenagers which really concerns me is....
5. Other topics might be used.
6. Discussion: What did you discover about your group?

Chapter 14: The Prevention of Body Assault

Physical abuse and sexual abuse are problems of modern society. Many students have experienced it and some are still being abused. In Unit 14 students examine the issue of body assault as related to these areas. Child neglect is also examined. In addition, students are encouraged (Chapter 14, pp. 169-178) to look at the feelings and behaviors of victims and bullies and the dynamics associated with physical and verbal abuse.

Objectives:

In this unit the main objectives are:

1. to be aware of the extent to which child abuse and neglect is a problem in our society;
2. to recognize common signs of physical and/or sexual abuse;
3. to understand behavioral dynamics related to bullies and victims; and
4. to list some helping strategies which can be used with children.

Activities:

Activity 14.1 involves group interactions where messages and viewpoints between bullies and victims are examined and insights are gained. In Activity 14.2 students develop a list of common verbal assaults which are used by people. These are analyzed and implications are discussed. Activities 14.3 and 14.4 in this manual supplement the unit on the prevention of body assault.

Activity 14.3

The Debate

Purpose:

To encourage students to be aware that there are different perspectives and issues which can be debated.

Materials:

None

Procedures:

1. Divide the class into four groups. Two of the groups debate each other, while the other two groups observe, listen, and vote on which side was the most convincing.
2. Position the debating teams across from each other.
3. An issue is presented and the two sides, one designated as "pro" and the other as "con," take turns trying to convince the audience.
4. One team member speaks at a time, then a member from the other team speaks—alternating speakers until time is called.
5. Remind everyone that they are to argue the case according to whether they have been assigned pro or con, not their own personal positions.
6. Among the issues which might be debated are:
    a. It should be illegal to spank children.
    b. Rapists should be punished by death.
    c. Song lyrics should be censored on records and tapes sold in stores.
    d. Physical punishment is a deterrent to crime.
    e. Hurtful words are more harmful than physical punishment.
7. Discussion follows. How did it feel to take a stand? To take a stand on something you didn't believe? Did it make a difference in how things were argued, as well as what was argued? Is it helpful to know how others think on an issue?

Activity 14.4

Punch and Judy

Purpose:

To develop a puppet show which illustrates problems and possible coping skills related to body assault.

Materials:

Art supplies which lend themselves to making puppets (socks, construction paper, popsicle sticks, buttons, and so forth)

Procedures:

1. Students review information and data about body assault and personal safety.
2. The class develops and organizes a puppet show, which can be used with elementary school students. The script is written, puppets are made, and the puppeteers practice.
3. After rehearsal, the show is presented to a group of elementary school students. Peer facilitators meet with students in small groups after the show to discuss its implications and to answer questions.
4. Discuss the following: How are these ideas and skills related to other age groups (e.g. high school students, spouses, the elderly)?

Chapter 15: The Prevention of Sex-Related Problems

This chapter gives students an opportunity to explore issues related to a significant aspect of their developmental stage—sex (Chapter 15, pp. 179-188). Every generation of teenagers is confronted with many of the same issues and these are identified. Special attention is given to the problematic areas of teen pregnancy, sexually transmitted diseases, date rape, and sexual maturity. AIDS, for example, is a national problem which threatens the welfare of society. Desirable traits in a lifetime companion are investigated. There is a chance to gain more insight and to become more sensitive to the interests, needs, and concerns of the opposite sex. *Peer*vention projects are described.

Objectives:

The objectives for Unit 15 are:

1. to recognize that sexual maturity also brings responsibilities and that society suffers from sex-related problems;
2. to increase awareness of problems related to teen pregnancy, sexually transmitted diseases, and date rape;
3. to list desired traits in an ideal companion or mate;
4. to gain insight and understanding of the opposite sex; and
5. to brainstorm *peer*vention strategies.

Activities:

Activity 15.1 in the student book gives students an opportunity to reflect on the characteristics of an ideal mate or life-long companion. Activity 15.2 is a thoughtful exercise which enables boys and girls to gain a better understanding of one another. Boys project what it would be like to be a girl and girls share their ideas of what it would be like to be a boy. A discussion helps identify misperceptions and increases sensitivity. Activities 15.3 and 15.4 in this book supplement the objectives of this unit.

Activity 15.3

You Don't Know Deadly

Purpose:

To recognize how deadly communicable viruses, such as AIDS and sexually-transmitted diseases, can be spread by unknown carriers.

Materials:

Color dots or stickers; preferably, students would have enough of their own individual colored dots or stickers to give one each to other members of the group or class.

Procedures:

1. Students are each given about 20 dots or stickers of their own color.
2. The group is instructed that one member is carrying a deadly disease, which can be transmitted by merely talking with someone.
3. After talking with someone, the colored dots are to be exchanged and placed on their respective shirts.
4. The class is then instructed to mingle, as if they were at a party, and talk about something that is happening at school or in the community.
5. After about five to seven minutes have passed, the trainer stops the group and says, *"Everyone please stand still."* Then, the trainer, perhaps adding to the suspense, moves quietly around the room and says, *"Please, sit down,"* to those people who do not have the "carrier's color." The color was predetermined by the trainer. Those who have the deadly disease are left standing and the announcement is finally made to the group.
6. Discussion will follow, including the individual reactions to the announcement and to the carrier. How did knowing that someone carried a deadly disease affect the communication and the behaviors at the party? Finally, look for opportunities to relate the activity and experience to learning more about sexually-related diseases.

Activity 15.4

Playing the Part

Purpose:

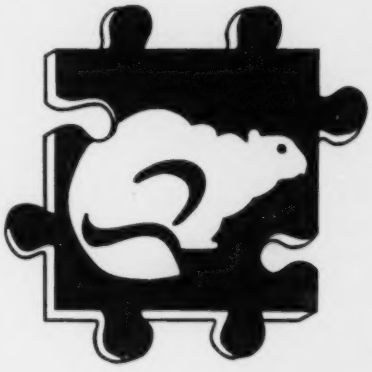
To demonstrate how decisions relate to personal relationships between girls and boys.

Materials:

None

Procedures:

1. Students volunteer to act out a situation given to them by the trainer. Situations are given to the volunteers, who role play.
2. After a role play is complete, other class members discuss their agreement or disagreement as to how the drama ended.
3. Then, the next situation is role played with new volunteers.
4. Possible situations include:
    a. (boy, girl) The boy is breaking up with his girlfriend after a long, close relationship. The question to be answered in this role play is: How will you break up with her: a) if you met another girl? b) if you are going off to college far away? or c) if she were seriously injured?
    b. (girl, boy) The girl is sixteen years old and she has had the same boyfriend for two years. They think they are in love. It is close to graduation and the girl finds out she is pregnant. What happens next? What do they say to each other?
5. Conclude with a class discussion and identify other situations which might be posed to volunteer role players.



Chapter 16: The Prevention of Career Indecision

Chapter 16 focuses on problems related to career choice and indecision. Teenagers are at a critical stage of development where they are asked to take some important steps toward choosing a career. Self-identity is linked to careers and job employment (Chapter 16, pp. 189-198). *Peer*vention ideas are described.

Objectives:

The main objectives of Chapter 16 are:

1. to become aware of the world of work and how it is related to self-identity;
2. to understand how career decision making is an important part of life's choices;
3. to identify employability skills; and
4. to explore helping projects or *peer*ventions which can help other students explore the world of work.

Activities:

Activity 16.1 in the student book helps student recognize how choices in high school are related to future career opportunities. It encourages students to interview and investigate the career choices of adults they know. During Activity 16.2 students increase their understanding of job clusters and how they are related to their current choices and decisions. Activities 16.3 and 16.4 in this manual help students further explore the world of work, career choices, and employability skills.

Activity 16.3

Back to the Future

Purpose:

To increase awareness of the job market, now and in the future.

Materials:

Paper and pencil

Procedures:

1. Begin the class discussion by asking the students to think of new jobs which have come into existence in the last fifteen years and the jobs which have declined.
2. Read the conditions listed below and ask students to brainstorm how they might affect future jobs and careers.
    a. Increased use of computer technology in homes.
    b. Continued pollution of the environment.
    c. European and Asian countries join together.
    d. Increased numbers of homeless—worldwide.
    e. Reduction in diseases (cancer, heart, and so forth).
    f. Year round school for all K-12 graders.
    g. Raising the age for job entry to 21.
3. Lead a class discussion about preparing for the future.

Activity 16.4

Picture My Career

Purpose:

To increase student awareness about careers.

Materials:

Paper and pencil

Procedures:

1. Divide a piece of paper into six parts, a line down the middle and two across.
2. Ask students to draw a symbol or small picture which represents each of the following topics:
   - **Section 1:** A job you would like to have someday.
   - **Section 2:** Something you want from a job besides money.
   - **Section 3:** An obstacle which might get in the way of your getting the job you want to have.
   - **Section 4:** A strength you have which will help you when in your ideal job.
   - **Section 5:** Something you need to improve upon in order to get your ideal job.
   - **Section 6:** Three things an employer would learn about you after two weeks on the job, if you were employed now.
3. Divide the class into groups of about four or five students each.
4. In a go around, each group member tells about one of the sections. The other group members use facilitative skills to help the person talk about what has been shared.
5. After all six sections have been shared by each member of the group, ask the class: What themes did you hear? What feelings? What did you learn about yourself and others from this activity?

Chapter 17: The Prevention of Community Unrest

Chapter 17 stresses a serious problem that is growing in the nation—community unrest. Communities have changed with the times and many social problems are common to almost every city and town. Among these are: child care, unsupervised adolescents, youth gangs and teenage violence, bigotry and racism, and population changes. These issues are introduced in the student book (Chapter 17, pp. 199-207).

Objectives:

The objectives of this chapter are :

1. to increase awareness of issues related to social unrest; and
2. to identify how *peer*ventions can help improve community pride and spirit.

Activities:

Activities 17.1 and 17.2 in the student book provide opportunities for students to increase their awareness of how they are "like" and "not like" others. Positive differences are valued. Activities 17.3 and 17.4 in this manual help students further explore issues related to the development of community unrest.

Activity 17.3

Newspaper Headlines

Purpose:

To explore current and future problems or issues and achievements affecting the community and society.

Materials:

Paper and pencil; old newspapers and magazines

Procedures:

1. Divide the class into working groups.
2. Each group is given the task of creating newspaper front page headlines, present and future.
3. First, a group makes up a name for its newspaper and then decides on three current problems representative of those affecting the community or society in general. A headline, using letters, words, and pictures from newspapers and magazines, is created for each one. Then, headlines are created for one significant achievement.
4. Second, the group creates three future (ten years from now, or longer) headlines for problems and one achievement that could appear someday and affect the community or society.
5. Each group takes a turn sharing, first, current headlines. Discussion follows which focuses on themes, choice of words, and individual versus community problems.
6. Discussion then focuses on the future headlines. Comparisons are made in terms of present and future issues, choice of words, and so forth. Which issues affect you most personally? Which ones do you feel are out of your control? How can young people make a positive difference in future headlines?

Activity 17.4

Radio News Bytes

Purpose:

To develop brief news spots which can be broadcast and which focus on prevention education and how peer facilitators are helping.

Materials:

Paper and pencil

Procedures:

1. Students review the prevention education chapters and add additional information from appropriate outside resources.
2. The class is divided into working groups, each of which focuses on a particular problem related to the prevention of community unrest.
3. Each group writes ten one-minute "bytes" which can be broadcast over a radio or school intercom system.
4. Discuss what the public or student body might learn from bytes directed toward such topics as: a) child care, b) latchkey children, c) gangs, d) community crime and violence, and e) destruction of public property. Help the students think of how a theme might be developed and the impact of the statements. How might these brief bytes of information be followed up with peer helper projects?

Section E

Peer Facilitator Training Approaches

The Power of PEERVENTION:

A Manual for the Trainers of Peer Facilitators

by Robert D. Myrick, Ph.D.
and Betsy E. Folk, Ed.D.

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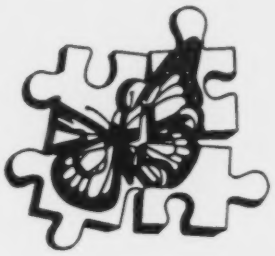

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Section E

Peer Facilitator Training Approaches

This *peer*vention training program can be used in every high school. It may also be used in the upper grades in middle schools. It suggests who might be peer facilitators or helpers and what they might do in various kinds of projects. It also offers a comprehensive approach to training, one which spotlights developmental guidance and prevention education.

The first few training activities define roles and expectations, the nature of a helping relationship, and a facilitative model to be used with individual and group *peer*ventions. Next, training is applied in helping projects which can be implemented in school or community settings.

It is important to note that not all training approaches have to be the same. Some are very extensive and thorough, preparing students for many leadership roles. There are many varied projects. Other approaches are more limited and the trainers must be selective of both the skills to be taught and the scope of the projects. Regardless, there are several training approaches which make it possible for every school in the nation to have a peer facilitator program of some kind. This chapter will outline some of those training approaches.

We begin with the most extensive approach, the elective class approach. It is the academic study of leadership, communication skills, and interpersonal relationships. Peer facilitator trainers meet with their students every day in a classroom setting. Academic credit is given to those who successfully complete the course requirements. Obviously, the time commitment allows for an in-depth approach to both the training and the implementation of the projects. The student book, ***PEERVENTION:** Training Peer Facilitators for Prevention Education,* was specifically designed for such a course and may be adapted to meet the needs of individual teacher/trainers and the school curriculum.

All other training approaches are alternatives and variations of the one or two semester academic course. They include: the summer course, the teacher-advisor group, the retreat workshop, the school club, and the project-focused team. All of these approaches are limited by time. They all, nonetheless, feature some training in interpersonal skills, such as those presented in the first six chapters of ***PEERVENTION***.

As the time commitment decreases, so must trainer and student expectations decrease. Students need time to learn and to practice skills. Brief training approaches tend to sacrifice practice time and trainer/coordinators must provide closer supervision in fewer projects. However, these alternative training approaches can prepare students to make significant contributions to school districts and communities.

Let's take a closer look at each of these training approaches.

The Elective Class Approach

An elective class might be scheduled to train peer facilitators. This course is very much like any other academic class, with a curriculum, goals and objectives, and performance standards.

Teachers/trainers/coordinators meet with students daily in a classroom during a class period of the day. There are textbooks, demonstrations, examinations, projects, and evaluations. Academic credit is given.

Peer facilitator courses first gained popularity about 1975. Although alternative training approaches were appealing and many were very successful, in-depth study of helping relationships and skill practice, as well as project development and delivery, worked best when the students met regularly and received systematic preparation during a class period.

Credit for a high school class is determined by the number of hours that students meet for study. Generally, 1/2 credit is given for one semester (e.g Peer Facilitator I). Students can continue their studies by taking more advanced classes which also award 1/2 credit (e.g. Peer Facilitator II, III, and IV). Thus, it is possible for students to take two years of study for two credits. The student book, *PEERVENTION: Training Peer Facilitators for Prevention Education,* is designed to be used with these classes.

The state of Florida, for example, has state-approved peer counselor (facilitator) curricula for four semesters of credit at the high school level. The behavioral objectives, intended outcomes, and performance standards, are listed as Appendix B in Section H of this manual. Peer Counselor (Facilitator) I, II, III, and IV are presented. A review of the objectives of *PEERVENTION*, as listed in Sections C and D of this manual, will show how the content of the chapters and learning activities meet the Florida state objectives and standards.

If course credit is to be given to students, then the class must be taught by a state certified teacher or counselor. Teachers may, however, be drawn from a number of different disciplines (e.g. social studies, math, English, home economics, counseling, and science). In many respects, a school

counselor might be considered the most likely candidate to teach such a course because counselors usually have extensive professional preparation in the area of helping relationships and facilitative skills. There are, however, a large number of teachers who have a special interest in the area and who also have similar experiences and backgrounds.

Again, ***PEERVENTION*** and this trainer manual were designed to assist anyone who has been approved by a school administration to teach a peer facilitator course. Certainly, teachers/trainers with experience in human relations training will have an advantage. They will quickly recognize many of the concepts and grasp the related implications of training peer facilitators. They may also have more experience with the basic skills of the program. However, open-minded teachers who are willing to learn with students and to follow the guidelines presented in ***PEERVENTION*** can learn to master the concepts and skills and can be effective trainers.

The factors addressed in Section B of this manual should be considered when organizing an elective course. The student book, ***PEERVENTION,*** can be organized around four nine-week (or six six-week) grading periods. A yearly calendar, with projected timelines and weekly formats, is a part of any teacher/trainer's planning guide.

It might be divided into three fundamental phases: the training phase, the prevention education and project phase, and the program evaluation phase. These phases are used to help illustrate a possible training program based on four nine-week grading periods. What follows, of course, can be modified and adapted to fit other grading periods or alternative approaches.

The Training Phase

There might be three components in the first nine weeks of the course: getting acquainted (Week One), skill-building sessions (weeks two-eight), and evaluation (week nine). The general content and selection of activities, of course, is determined by each trainer.

Getting Acquainted

Week One: During the first week of the course, the trainer begins by helping the students to get acquainted and outlines the basic procedures for working as a group.

A. Discuss the syllabus or outline of the course.

B. Establish the class procedures.

C. Review the grading system and talk about expectations.

D. Involve the students in "getting to know you" activities. Use icebreakers; make a class directory with phone numbers and addresses.

E. Distribute the books and assign Chapter 1.

Skill Building Sessions

Weeks Two to Eight: In the next seven weeks of the course, the primary focus is on the nature of peer helping and skill building sessions. Each week will focus on a different chapter in *PEERVENTION*, beginning with Chapter 1 and concluding with Chapter 7. The objectives for each week are delineated in Section C of this manual where activities are summarized and supplemental ones are suggested. Possible topics include:

A. Helping relationships

B. Awareness of self and others

C. Attentive listening and observing

D. Facilitative responses

E. Decision making and problem solving

F. Getting ready to help others

A typical weekly format for the skill-building sessions might be as follows:

Monday	Assign a chapter to read.
	Do Activity 1.
Tuesday	Review information presented in the chapter.
	Discuss concepts and skills.
	Practice the related skills (or perhaps a supplemental activity).
Wednesday	Do Activity 2 or a supplemental activity from this trainer's manual (Section C).
Thursday	Discuss implications.
	Practice related skills.
Friday	Wrap-up discussion, additional practice, and evaluation.

The actual format, of course, is determined by each trainer. For instance, some trainers prefer to introduce the concepts by first involving the students in an activity and then following it with a discussion where the concepts and the skills emerge. Or, trainers may prefer to have a general discussion of the skills in the first part of the week, followed by the activities, and then a practice of the skills. The concepts and activities in these books may be extended over more than one week, if desired. In other words, Chapter 1 might just as easily be presented in two weeks instead of one.

Evaluation

Week Nine: This last week of the nine-week grading period is set aside for evaluation.

A. Summarize the concepts which have been presented.

B. Demonstrate skills in summary activities.

C. Observe the students' performance individually and in small group sessions.

D. Administer a nine-weeks' exam.

E. Identify areas for follow-up training sessions and activities.

F. Give the students a progress report on their skills and class participation.

The Prevention Education and Project Phase

There might be four components in the second, third, or fourth weeks of the course: prevention education topics, project development and related skill-building, project implementation, and evaluation. The general content and selection of activities is determined by each trainer, based on the skill level and competencies of the peer facilitators.

Prevention Education Topics

Week One. The trainer decides on one of the prevention chapters from *PEERVENTION* (Chapters 8-17) for study. The order of topics is determined by the trainer and the nature of the proposed projects.

A. Introduce the topic and assign the appropriate chapter.

B. Involve the students in related activities from the student book (Activity 1 and 2) or this trainer's manual (Activities 3 and 4).

C. Review the related skills.

Project Development and Related Skill Building

Week Two. After studying the prevention education topic and reviewing the skills, the students will begin designing a project, *peer*vention, to address the area of concern. The week might look like the following:

Monday	Brainstorm potential projects.
	Discuss the projects suggested in the student book.
	The trainer shares other projects suggested in Section D of this manual.
Tuesday	Complete a needs assessment, if appropriate, through polls, interviews, and questionnaires.
Wednesday	Select one project.
	Decide on the helper roles to be implemented: tutor; special friend; or small group leader.
	Plan the *peer*vention—sessions, time to meet, and so forth.
	Gather the needed materials.
	Make special arrangements—reserve the rooms.
Thursday	Continue planning the project.
Friday	Practice the skills related to the *peer*vention and simulate the first session. Discuss.

Project Implementation

Weeks Three to Eight. The implementation of the project depends on its design, the time line, and the projected outcomes.

For example, a *peer*vention might be planned for a career awareness project for ninth graders lasting six sessions. This may be designed as a two-week project, perhaps as follows:

Monday	Initiate the project (Session One).
Tuesday	Students meet with their trainer for supervision.
Wednesday	Continue with the project (Session Two).
Thursday	Continue with the project (Session Three).
Friday	Students meet with their trainer for supervision.
	Discuss the concerns and the next steps of the project.

Some trainers also build in time for peer facilitators to share their experiences with other facilitators. They might also continue further personal development and skill building through some selected activities. In this case, the project is extended if necessary.

Monday	Continue with the project (Session Four).
Tuesday	Students meet with their trainer for supervision.
Wednesday	Continue with the project (Session Five).
Thursday	Continue with the project (Session Six).
Friday	Project evaluation and sharing of experiences.

Again, this is only an illustrative format. There are many variations. For instance, a trainer may choose to designate three days a week for project implementation and two days for supervision. Supervision, additional training, addressing peer helper concerns, and finding time to reinforce the efforts are essential. Supervisors can visit and observe students while they are working in the project.

Evaluation

Week Nine: The last week of the nine-week grading period is set aside for class and project evaluation.

A. Summarize the prevention education concepts.

B. Report of experiences—What peer helpers liked best, what they would change, what they learned, and outcomes of the project.

C. Review the evaluations from the participants who received assistance from the peer facilitators.

D. Administer nine-weeks exam.

E. Identify areas for follow-up training sessions and activities.

F. Share conclusions and general outcomes of the project with the administration, faculty, and others.

After one project is completed, the trainer and students select another prevention education topic for study. The same general process and procedures are repeated. In addition, a summary of the project(s) might be used for public relations, the news media, program evaluation, and a final report.

Program Evaluation Phase

Most successful peer facilitator trainers/coordinators continually assess student progress during a grading period. Examinations, observations, and project reports can be used to gain information.

The basic program itself might be evaluated in terms of both process and outcomes:

A. What did the peer facilitators learn—knowledge, skills, and attitudes?

B. Which training and supervision activities were the most helpful?

C. How would the peer facilitators evaluate their experiences and personal growth?

D. How effective were the *peer*ventions (projects)?

E. What final conclusions and recommendations can be reached about the program?

A final report could be presented to administrators and supporters of the program.

The Summer Course Approach

Schools offer elective classes during the nine-month academic school year and a peer facilitator class can be one. Yet, increased graduation requirements and a limited daily schedule of classes can make it difficult for students to enroll in the class, especially if it is offered only one period a day. Or, the number of class periods in a school day may be too few and including a peer facilitator class might overload a student's schedule. Or, the person who is to be the trainer may already have commitments to other academic assignments. Finally, some states or school districts may not have developed an approved peer facilitator class for course credit.

For whatever reason, school districts may find that a summer course might be a desirable alternative. In Valley City, North Dakota, one-half credit is given to students who attend a Peer Facilitating I or II course during the summer. Students receive a minimum of sixty hours of training. The class meets from 8:00 a.m. to 12:00 p.m. for fifteen days. This is comparable to about ten weeks of classes during the regular school year.

Although the training sessions are intense, there are several advantages to this approach. First, group cohesiveness among the participants develops rapidly as they meet for a concentrated period of time. Getting acquainted and getting organized activities, which might take place the first week in a regular school class, are presented the first day of the summer session. The time is comparable, but in summer school the concentrated effort can provide more continuity and help to expedite the starting process.

Second, most training is completed before students begin their first projects as peer facilitators and this adds confidence. Even beginning peer helpers are ready to work the first week of school during the registration and orientation sessions. This is often a busy time for teachers and the peers can help as assistants. It is a confusing time for many students, and peers can work as special friends. It is also a time when students receive a lot of information and peers can help discuss ideas in large and small groups.

Third, the participants are committed to only one class, which means that they are relatively free from the pressures of other courses. They are locked in to an extended time period. There are fewer distractions and the students can direct their energies to the class objectives. Rather than interrupting an activity or discussion of a topic when a scheduled bell rings, the trainer has more flexibility and can take advantage of a few extra minutes in order to gain closure. There is also less need for time to settle down and to prepare to leave.

Fourth, when the school year begins, the students are trained and ready to help as facilitators. Meetings during the school year, therefore, tend to focus more on "processing experiences" and planning projects rather than concentrating on basic concepts and skills.

Finally, the summer provides more time for students to visit helping agencies in the community (field trips). They can talk with resource people in the school district and community who might otherwise have too tight a schedule during the school year. A school psychologist or a teacher of emotionally handicapped students might have more time to talk with the students in training during the summer.

In a second summer course, Peer Facilitating II, students have more time to sharpen their helping and leadership skills and to focus on developing and implementing projects. They also are more available to help train beginning peer facilitators and to share some of their past experiences. The advanced group can find ways to study the success of the program, collecting and analyzing data.

Selection of participants, resource materials, and training activities are similar to those described earlier for a regular school year course. Attention must still be given to the skills which will be taught and to the training activities which will be used.

The disadvantage of the summer course, if any, is that the students move at a more rapid pace and there is less time between lessons to digest and practice skills before moving on to the other lessons. Some of the beginning skills are so new and awkward to students that they take a lot of repetition and an "incubation period" where they can be assimilated. A slower pace also gives a trainer more time to assess student growth and progress. The summer course may seem too rushed and intense for a few students, but it is clearly a viable alternative which has proven to be worthwhile.

After summer sessions are finished and the peer facilitators are again attending courses during the regular school year, some time must be found for follow-up meetings. These meetings are essential if the program is to go beyond being a "popular psychology" course. Follow-up sessions are used for additional training and supervision related specifically to the projects.

Every effort is made to find a time when the peer facilitators can meet as a group, as they did in the summer. Obviously the focus of the meetings will be different and time will likely be shorter. The group could meet together, if possible, at least one day of the week for lunch. The group might find it feasible to meet before school, perhaps a half an hour once a week.

If the teacher-advisor periods are scheduled regularly, there may be time to pull the group together on occasion during that interval of the day. After school meetings could be appropriate. Still, the peer helpers will have other commitments and it may be difficult to assemble everyone who was in the summer class in one group meeting. Many of the obstacles which face follow-up meetings during the year are the same ones which make it difficult to have an on-going group or elective class in the first place.

It may not be practical to continue meeting the summer class as one large group in follow-up sessions. The facilitators could meet in small groups. These groups might consist of those who happen to be available at a particular time of the school day, such as study hall, lunch period, or before or after school. The group might be made up of those who have chosen to be part of a particular project in which they are sharing ideas or where they are working together. The nature of the project then determines how often the group needs to meet. The facilitators examine their schedules and obligations in order to find a mutual meeting time.

Finally, if large or small group meetings are difficult, then a trainer/coordinator might see students on an individual basis. Perhaps a school counselor or school administrator could assist by meeting with some of them. Clearly, the problem is that without group meetings, the coordination and supervision of the facilitators can become burdensome for one trainer.

The summer course teacher/trainer is likely to be the person who will follow-up with students during the school year. Yet, it is also possible for another adult to serve as the coordinator. The coordinator works with others in the school and community to arrange for projects which involve the peer facilitators. School counselors, if not trainers themselves, are often in the position to be excellent coordinators. Students can design their own projects, but coordination and supervision by a school official is usually required. In some cases supervision is mandatory if the group is to be associated with a school's services.

Some projects are focused and easily structured. They require very little coordination or supervision, such as one related to school orientation the first week or two of school. Others require more effort because the project takes place in stages. In each stage facilitators assess what has been accomplished and then they think of the next steps. This may require additional training or involve additional resources.

Thus, the summer course approach is a viable one. It provides the incentive of class credit and introduces the core of peer facilitator training in a concentrated period of time of about 60 class hours. It provides an alternative method for laying the foundation for many projects for peer facilitators.

The Teacher-Advisor Group Approach

Teacher-advisor programs are becoming a regular part of many middle and high schools. They are intended to involve teachers more in developmental guidance. There are not enough counselors or other specialists to meet the needs, concerns, and interests of young people; therefore, teachers are being assigned to groups of students (about 18-20 each) who are designated as advisees. Teachers and their advisees meet on a regular basis in order to know each other better. The task of the teacher-advisor is to foster a friendly and caring relationship and to provide a group experience for peers to interact and learn from each other.

The teacher-advisor program (TAP) has been described in detail elsewhere (Myrick & Myrick, 1990). In general, this program was first introduced into the middle schools in the early 1960s and it is now becoming increasingly popular in both middle and high schools, especially as attempts to restructure schools are made in order to meet more student needs.

Teacher-advisors are responsible for helping advisees with the problems related to growing up and to getting the most out of school. Advisors might be responsible for an advisee's cumulative folder, teacher-student conferences, parent conferences, group guidance experiences, and follow-ups on academic progress reports. They consult with other teachers, counselors, and support personnel about their advisees. TAP is the core of developmental guidance in a school.

Meeting advisees as a group on a regular basis is the key to success. Ideally, TAP is scheduled every school day for about 25 to 30 minutes. Two of the days are typically scheduled for structured group activities which are designed around a developmental guidance curriculum. The other three days of the week are more flexible. They are used for silent reading, journal writing, clubs, assemblies, guest speakers, tutoring projects, or independent study.

Many of the group activities which peer facilitators experience and process in their training are similar to those used in TAP. The structured activities are related to units of study such as: getting acquainted and making friends; study skills; self-assessment; communication skills; decision making and problem solving; peer relationships; motivation; conflict resolution; wellness; career development; educational planning; and, community involvement. These units might last five or six sessions.

Peer facilitators, no matter where or when they are trained, will find many opportunities to use their skills in TAP. First, they may be part of an advisee group and they will probably have had more experience with developmental guidance activities than other students. Their training in communication skills will likely have been more extensive and in greater depth. A trained facilitator can make a positive difference by simply being a willing and active participant in the advisor group. Wise teachers will take advantage of having peer facilitators in their TAP group and create situations where the peer facilitators can help other advisees.

Schools who have peer facilitators will find that TAP is an excellent time for implementing peer helper projects. Peers can meet with other students for tutoring. They can meet as special friends, perhaps to talk about a matter of concern or to simply have more time to develop friendships. They can assist teachers by leading small group discussions. For example, a class of 20 advisees might be divided into four groups of five, each led by peer facilitators who are visiting from their TAP groups. Trainer/coordinators can work with TAP coordinators to plan peer facilitator projects.

In addition, TAP provides a period of time when a group of students might be trained as peer facilitators. A selected group of students who are to be trained as facilitators might be drawn from several TAP classes, perhaps on days when there is more flexible time. This training approach has the appearance of a club and TAP is simply the most convenient time to meet with that club.

One practical approach to provide more in-depth training is to train a TAP group as peer facilitators. Students who want to be peer helpers could be identified and scheduled for the same TAP group. One teacher (or counselor) might volunteer to be the trainer/coordinator. The students become the advisees, as well as the trainees, of the teacher. They meet for training and advisement during TAP.

In this case, all of the TAP periods during the week—preferably five days a week—are used for training, developing, and implementing projects. Since TAP periods are about 25-30 minutes, training procedures and activities are adjusted to that time schedule.

One trainer said it took two days to complete what might be accomplished in one day, if TAP were a regular elective course. Thus, approximately 2 1/2 hours of training might be provided to students in one week, or 15 hours in a six-week grading period. A basic training program, providing fundamental skills, can generally be achieved during this period of time. Beginning projects can be started the second grading period, perhaps being implemented on two or three days of the week. The other days might feature continued training and supervision.

Peer facilitators trained in TAP can be assigned to help TAP teachers, perhaps leading or co-leading some of the group guidance activities. In a middle school, one eighth grade group of peer facilitators was assigned to the teacher-advisors of sixth graders. The facilitators, after training, assisted the teacher-advisors three days a week. A high school group of peer facilitators traveled to a nearby middle school to meet students during TAP.

TAP is time when peer facilitators can implement various projects. Neither the facilitators nor the students with whom they are working must miss their academic classes. It is also a time for follow-up, especially for those who may have been trained in a summer course or perhaps at a weekend-retreat. Peer facilitators can be trained to provide a valuable service to students and teachers during TAP.

The Retreat-Workshop Approach

The retreat-workshop is another approach to training peer helpers. As in the summer course, the workshop is limited in time and the participants receive an intense and fast-paced experience. This approach has several interesting components which appeal to trainers.

The retreat-workshop is one of the first training formats for peer facilitators. The workshop approach was particularly favored during the 1970s before credit courses were introduced. It has remained popular with many middle and high schools, even when elective courses are available. It is an approach that is especially appealing when access to students during the school week is difficult to manage.

One trainer attempted to complete all the training of the students at a middle school during the lunch period. Students brought their food and drink to a room next to the cafeteria and training was conducted over lunch. But, it was difficult and time always seemed to be too short. Moreover, the skill training seemed to drag on too long before students felt like they were making progress and could start a project.

This led to meeting the students for a one-day workshop. The students agreed to meet at the school on a "teacher work day," a day where all students are excused from school so that teachers may work on their records and have parent conferences. The first year the trainer (a school counselor) worked with ten volunteer students who could come on that work day. Several training sessions were tied together and presented. In the weeks that followed, the trainer followed up with the students during lunch periods for additional training and planning projects.

This approach later led to four schools combining their resources and offering a one-day training program for 48 students at a recreational center in a private housing development. The center was free of charge and the students were transported there in cars, with parent permission. This added the feature of enabling students from different schools to meet and work together. It also added an *esprit d' corps* to each school group, perhaps challenging them to represent their respective schools.

A few years later, the one-day workshop concept was extended to a weekend retreat workshop in the fall semester, where students were transported to a summer camp. They left Friday afternoon, stayed for two nights, and returned Sunday morning. Meals and lodging were simple, but the setting provided an atmosphere and educational experience which bonded the group together. Billed as a leadership conference, the school district supported the effort and helped fund it. Some teachers at the school volunteered to be chaperons and to participate in the training.

The weekend retreat-workshop enabled students to receive several training sessions: Friday (3:00 to 5:00 and 6:30 to 9:30), eight hours on Saturday (8:00 to 12:00; 3:00 to 5:00; and 6:30 to 9:30) and Sunday (8:00 to 11:00). The training was intended to introduce the program and basic skills to students. It was also meant to provide a unique educational experience where students trained, played, and worked together in a camp setting. Special friendships and working relationships were developed among the teachers and the students.

The weekend retreat has such valuable bonuses in personal and social development, as well as special training experiences, that some schools with elective or summer courses have continued with an "annual retreat." Interestingly enough, if the trainers and the chaperons did not enjoy the experience, find it personally rewarding, as well as productive, then the retreat would have become history. But, it has not.

In addition, weekend retreats allow the trainer to also have keynote speakers and other professionals share their inspirational ideas with the students in a setting which is less formal and more inviting to their messages. This added dimension increases a special feeling of belongingness and bonding for many of the students.

A weekend retreat for several schools in one community was entitled, "Making Peers Better and Best." The setting for the retreat was a campground in a national forest. Approximately 60 students assembled at a local high school where they registered, received their name tags, and listened to a general presentation about peer helpers. A slide show with music emphasized the value of helping others and motivated participants.

The schedule for the retreat was reviewed and instructions were given regarding a daily journal. The personal journal was for recording private thoughts and feelings about their experiences.

The group was then bused to the camp where they picked up their bedding, were assigned to cabins, and became generally acquainted with the campground. After dinner, the first assembly for all participants started at 9:00 p.m. This was a get-acquainted session designed to enhance group cohesiveness. In the next two hours, the group sang songs, took part in warm-up activities, and talked about their expectations.

The next day began at 9:00 in the morning with skill-building sessions based on communication and interpersonal skills (e.g. Chapters 4 and 5 of *PEERVENTION*). Learning activities took place until 12:30 and then lunch was served. The early afternoon provided some relatively unstructured time when students enjoyed the camp's facilities—hiking, canoeing, swimming, volleyball, and games.

Decision making and problem solving (e.g. Chapter 6 of *PEERVENTION)* were the topics for the late afternoon work session, which began at 4:00 p.m. and lasted until a half-hour before dinner at 6:00. The last session of the day (7:00 to 11:00 p.m.) featured additional skill building (e.g. feedback in Chapter 5 and the helping relationship) for students. They were led by two of the four workshop leaders. The other two leaders met with the teacher/coordinators who were to be peer facilitator trainers at their respective schools. They discussed concerns and "pitfalls" related to having a peer facilitator program and some possible projects. Both groups were brought together for a fun closing activity.

The next morning at 9:00 a.m. the participants continued with skill-building activities, practicing what was learned the previous day, and examining a needs assessment which might be used in the schools. As a final activity, the students met in small groups to share their experiences—perhaps from their journals—and to complete an evaluation form (Section G, page 16). A closing activity challenged everyone to think of themselves as valuable helpers. The students were then bused back to the school at noon where their parents greeted them.

The School Club Approach

Some schools have set aside time for students to participate in clubs. For example, one day a week was scheduled for clubs in a middle school. The remaining days were for TAP.

There may be several clubs at the high school level, but they tend to meet before or after school. A school club could be a chance for peer leaders and helpers to be trained. Clubs also provide occasions for those who have already received initial training through some other approach, such as a summer course, to meet again.

When clubs meet only once a month, for example, there is a lack of continuity and momentum. Training activities are marginal. That time might best be spent in sharing ideas related to peer helper projects.

A school club for peer facilitators, by whatever name, can provide visibility. Therefore, after the peers have received training in a retreat or summer course, they might be organized into a club, with a logo, a constitution, and goals. Meetings can take place after school, when appropriate. The club is a means of uniting the facilitators and giving them an identity.

Meeting on a weekly basis, as many clubs do, would provide the best vehicle for peer facilitators to enhance their training and to discuss their projects. Also, the club could be counted on a student's record as a school activity.

The Focused-Project Team Approach

A counselor may decide to train a few students, perhaps five or six, for a specific project. A team is formed and the project is explained to them. If the students agree to be involved, then the counselor, in this case, will help them to arrange a time when they can all meet for training.

In this approach, training is usually limited. It is particularly focused on a project. Specific skills are identified which are needed in the project and they are the ones that especially receive attention in training.

A counselor, for example, decided to train ten students to be of assistance in a guidance project to help eighth grade students learn more about the high school curriculum. The counselor decided to meet with eighth graders at their school in groups of about 50 each. Overlays and handouts were carefully prepared ahead of time.

The eighth graders were assembled in the cafeteria and the counselor spoke with them as a group. Then the ten peer helpers met with the students in groups of five each, answering and referring questions, helping them fill out the forms, checking to see that the forms were complete, and then expressing a warm welcome. Training was project-focused for the team of peer helpers. As soon as the school transition project was completed, the team received a special thank you before disbanding.

One administrator was concerned about the number of non-English speaking students who were transferring to the school. A team of bilingual students (10) were assembled one afternoon as a team. They were given two class periods (about two hours) of training. The facilitators were then asked to be of assistance to teachers in helping new students with limited English skills to adjust to the school. Specific skills and tasks were tied to specific goals. Because training time was limited, it was project-focused. This "special friend" project was successful because it relied on students who had skills (a second language and cultural understanding) related to the project and extensive training was not needed before they could be of help.

Project-focused team training usually works best when peer helpers already have some of the skills that they might need. In tutoring projects, for instance, a student who has mastered certain math skills might be able to tutor another student even without training. With a few peer facilitator skills, the tutor can have increased effectiveness, simply by helping to motivate the student even more by providing learned positive reinforcing statements.

Although project-focused teams can help teachers, parents, and community personnel, they are often overlooked as resources. It is a mistake to think that peer facilitators must have extensive training before they should engage in projects.

Peer helpers want to apply what they are learning as soon as possible and a few projects early in training will help them gain the experience they need to benefit from more advanced training. Through experience they appreciate what they are learning and they ask better questions. They tend to be even more attentive and motivated. They have experienced the challenge of helping.

Section F

Peervention Projects

The Power of PEERVENTION:

A Manual for the Trainers of Peer Facilitators

by Robert D. Myrick, Ph.D.
and Betsy E. Folk, Ed.D.

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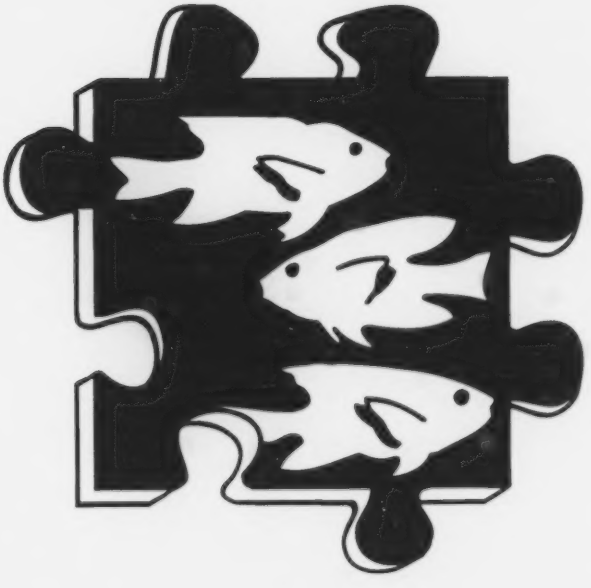
Section F

Peervention Projects



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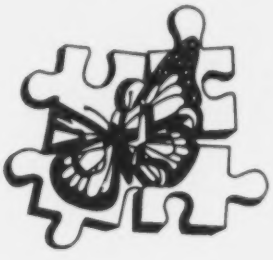

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Section F
*Peer*vention Projects

After the students have been trained as peer facilitators, they should be given several opportunities to use their new knowledge and skills through helping assignments and projects. These assignments and projects are the key to *peer*vention.

The training activities in ***PEER****VENTION* alone can increase students' understanding of themselves and others. The lessons and exercises almost assure that outcome, even if the students do not put their skills to work outside of the class or training group. In this case, the class is primarily a self-development or personal growth group. Group cohesiveness makes the class a powerful support group and this experience, by itself, has at times justified the course and training. But, more can be done.

While the self-development of the peers is critical and exciting, the primary purpose of peer facilitator programs is to create additional helping resources. It is not enough to turn the class into a personal psychology or quasi-therapy group. Other classes and group experiences might be better suited for those purposes. Rather, peer facilitators are trained to be leaders, to be helpers, to be facilitators.

A case might be made for the students who attend the class or training group to spontaneously use their skills wherever they can. That is, the facilitators are encouraged to use their training and experience in situations which are relatively unstructured and free-flowing. They seize timely moments to put their knowledge and skills to use. Hopefully, this will always be the case.

On the other hand, organized projects based on the four primary helping roles increase opportunities for peer facilitators to be of service. They provide a distinct vehicle through which people can work together. They maximize the impact and the potential of the program. They also allow the coordinator/trainer and others to cite specific situations where the facilitators are working and accomplishing things. Projects provide a program greater visibility and credibility. They are focused; they have a starting and ending place; and the outcomes can be assessed.

Myrick and Bowman (1981) emphasized that there are many different kinds of projects and that the projects can be geared to the skill levels of the students.

> *"Projects are field experiences with planned procedures. They have defined roles, objectives, plans of action, and provisions for supervision and assessment. They are usually designed for a particular group or population. They are often planned in sequential steps, taking student skills into consideration. Most have a time-line around which events or activities are scheduled" (p. 168).*

Projects can evolve from a needs assessment in the community or school. They can be suggested by teachers, parents, administrators, or by the students themselves. They can be problem-focused, where the task is to help resolve a conflict or a problem situation. They can be *preventive* in nature, where the focus is on preventing something from occurring, such as alcohol and drug abuse or school failure. Or, they can be developmental, where the task is to enhance personal, social, and academic growth.

There is some evidence that the most powerful personal gains for peer facilitators themselves result when they work with and help others. There is something inherently satisfying about being needed and about being helpful to others. If peer facilitators are to benefit the most from the program, then they need to participate in helping projects and to put their skills to use.

In fact, some of the ideas presented in training may have no particular meaning or value until they are used in a project which helps others. Almost immediately the peer helpers become more interested and attentive to learning the concepts. If they know that what is being learned will be used in a project, they are more willing to practice and to sharpen their skills.

Some projects are simple and easy to implement. They may even be incorporated into the training program as students move toward higher skill levels. For instance, after students have studied the feedback model and practiced the three steps of giving someone a compliment in class, a project or assignment might be constructed. They can find someone in school who is making it a good place to be and give that person positive feedback. The event and outcome might be described in a brief two-page report and then shared with others in the class. This project is focused and limited in

scope. It is appropriate for a particular point in training. It provides an opportunity to practice a skill outside of the class and to talk about it before moving on to more training.

After the students have completed the first seven chapters of the student book (*PEERVENTION*), they will be ready for more comprehensive projects. Attention is given to certain populations, specific tasks, required skills, and time-lines in which to start and complete projects.

Myrick and Bowman (1981) classified programs and projects into three levels based on the breadth of the training: beginning, intermediate, and advanced. In general, the level of the program is related to the helping skills and self-confidence which students have acquired in their training. In most cases this is further related to the scope of the training program, such as whether it is an *elective class*, a *club*, or a *project-centered training group*.

In a *project-centered training program*, a group of peer helpers is trained for a definite purpose, such as school orientation day or a one-day career fair in which selected students go through a series of peer-led activities. In such cases, students are taught a few basic ideas and skills, including: a) the conditions of a helping relationship; b) how to be an attentive listener; and c) how to ask open-ended questions, clarify or summarize ideas, and respond to feelings. These are then cast into the particular tasks and activities of the project.

With limited skills, facilitators will not be able to perform all of the roles and functions which are taught in a more comprehensive program. Project objectives are limited and time is restricted. They are generally more structured, shorter in duration, and more closely supervised. Although some peer facilitators can perform at very high levels with limited training, beginning students are usually assigned fewer tasks in a project.

With more extended training, students learn more skills, including feedback (complimenting and confronting) and how to lead a group (simple acknowledgments, linking ideas and feelings, and group procedures). Moving from beginning to advanced projects, the students progressively assume more responsibility and are prepared to work in all four of the basic roles: assistant, tutor, special friend, and small group leader. They tend to have more self-confidence and they are ready for more challenges.

Many experienced trainers prefer to quickly move their students through the beginning projects to the more advanced ones. The first projects are more closely supervised and more attention is given to the problem moments which could happen and those which do arise. Organized structured activities usually give definition to the project.

For instance, a series of four small-group sessions led by peer facilitators might be provided to a group of students who are considering the military after graduation from high school. The group sessions could follow a set of lesson plans where certain tasks are highlighted and where all group members share their ideas and take part in certain tasks. Can you see how this might work with 25 tenth-grade students who are undecided about their career choices? They might meet in one room where they participate in a peer-led small group of five students each. Such a project might expedite the work of a school counselor, who could supervise the sessions and then later follow-up with those students needing more assistance.

The most effective trainers are patient, and they move their students progressively into more complex projects, or into projects where there is less structure and less need for on-site supervision. The referral process and procedures are fully understood and the peer facilitators know their limitations.

It might be helpful when planning and organizing a project to consider the following components:

1. **The target population**—Who receives the assistance?
2. **The expected outcomes**—What are the goals?
3. **The *peer*vention**—What is the overall plan?
4. **The roles**—What will the peer facilitators do?
5. **The skills**—What specific skills are needed?
6. **The procedures**—What are the tasks and activities?
7. **The time-lines**—How is the project scheduled? When, where, and how long?
8. **The support**—Whose help do you need in the planning, supervising, and backing for the project?
9. **The logistics**—What items need to be on a checklist in order to start and complete the project?)
10. **The evaluation**—How will you assess the outcomes?

The Target Population. Peer facilitators can work with many different populations, from children to adults. One group of high school facilitators went to a nursing home and worked with elderly citizens and another group went to an elementary school and worked with children. One group worked with gifted elementary school students, while another group worked with middle school students who were identified as potential dropouts. Target populations may be suggested by teachers or by the students themselves.

The population may be *voluntary*. A developmental guidance project on general communication skills might appeal to a lot of students. It could be announced and explained. A sign-up list might be available for those who want to work with a peer facilitator in some group activities related to the project. In other cases, peer facilitators and their roles are known in the school. The student body is invited to request their services.

Or, the population may be *involuntary*. A student might be assigned to work with a peer facilitator, even though one was not requested. For instance, in one school students who were sent to the dean for discipline were also referred to the school counselor who in turn matched them with peer facilitators. The peer facilitator's task was to begin slowly and to build a helping relationship, eventually moving to situations where the problem-solving model might be applied.

The Expected Outcomes. Every project should have some general, if not specific, goals. This provides a focus to the meetings. What do you hope that peers will accomplish in their work? Which goals or objectives should receive the highest priority?

When planning a project, be careful not to have too ambitious a goal. Perhaps linking a few projects together might lead to accomplishing a comprehensive goal. Outcomes might be stated in objective terms, perhaps those that can be measured. General outcomes are further defined by specific objectives for each project, session, or activity.

The *Peer*vention. What is the basic plan? How will the peer helpers be able to accomplish their objectives and goals? What kind of intervention is feasible and practical?

Some of the projects listed later may give you an idea of how *peer*vention might work in your school or community. *Peer*vention involves the general strategy which you and your peer helpers will use to work with a target population.

The Roles and Skills. The four basic helping roles (assistant, tutor, special friend, and small group leader) have been described in detail elsewhere. However, these roles can be useful when conceptualizing a project and the *peer*vention. The roles help determine how the peers will function when they are involved. In addition, the skills needed to perform those roles will receive attention in your training program.

If a specific skill is necessary, such as using and demonstrating an apparatus related to a science project, then it would be taught and reviewed as part of the preparation for the project. Likewise, specific knowledge might be needed, such as when peer helpers are asked to present a list of gateway drugs and their effects.

The Procedures. Procedures are related to the specific tasks and assignments which the peer helper is asked to follow. They may be general guidelines, suggesting the order in which some events take place. For instance, while tutoring, a peer helper might encourage a student to think through the situation: What is the situation? What have you tried? What else could you do? What is your next step?

The Time-lines. As you are planning a project, think about when you will start and finish. Examine a school calendar. What events are already scheduled (e.g. examinations, sporting events, field trips) and which would take priority? What schedule conflicts might best be avoided because of traditional school or community programs? Some trainer/coordinators find it practical to organize *peer*vention projects for one grading period, thus creating an obvious starting and concluding time frame.

Some projects can be started and completed within a week. Others need more time. An introductory stage may be needed when arrangements are made with other faculty members, a schedule of events is agreed upon, and a time for culminating activities is identified. For example, you may need to plan time for the peers to conclude their project with a celebrating party.

The Support. When projects affect the work of other people, it is almost essential that you obtain their cooperation and support. For example, if you are planning a *peer*vention which involves tutoring at-risk students who are in danger of failing a subject, then you will want to talk with the teachers of those students. Or, it may involve making arrangements with a study hall supervisor.

In one high school, students needed permission from their parents before they could ride in cars to a neighborhood elementary school where several projects were scheduled. First, the project was presented to the high school principal who supported the idea. Next, the elementary school principal approved of the students coming on campus and meeting

with teachers of the children who were to participate in the project. An elementary school counselor provided additional support by identifying students who needed help, making appropriate introductions, and generally being an on-campus resource or coordinator.

The Logistics. After you have outlined your project, including those factors mentioned above, list the specific tasks which need attention before the project can be implemented. This is your "To Do List," which also identifies who is to carry out the task. If a building principal wants to present the idea of a project to the teachers, then your list should show that person taking responsibility and when it might be accomplished.

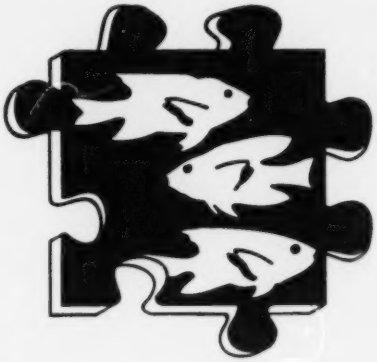
The Evaluation. How will you assess the progress your students are making during training? How will you know that they are ready to implement a *peer*vention? In this case, evaluation or assessment focuses on the process which will be a part of the project.

Next, how will you know whether the process or *peer*vention was successful? Who will provide the data on which you can make an evaluation? In one project, teachers responded to five items on a classroom behavior checklist for each child who was receiving help from a peer facilitator. The checklist was administered before assistance was given and then after the *peer*vention ended. In addition, the same checklist was also completed by the students who were being helped. The results from these two checklists furnished the data used to assess the outcomes of the project.

More *Peer*vention Projects

In addition to the projects suggested in the book *PEERVENTION*, the following projects are briefly described in order to give you a base upon which to develop *peer*ventions for your own school district and community. They have been drawn from many sources and, because of limited space, it is not possible to describe them in detail. However, the guidelines presented above can be used to tailor them for your own peer facilitator group.

For your convenience, the projects in this section are organized according to the prevention education areas discussed in ***Peervention***. As you read the suggested projects, think of how they can be modified or adapted for use in different areas of prevention and with different target populations in your area.



Chapter 8

The Prevention of School Disorientation

*Peer*vention projects described in Chapter 8 of the student book were:

- Working with Student Negative Attitudes
- Working with Disruptive Students
- New Student Orientation
- New Student Special Friend
- New Student Support Group

In addition to these projects, the following might be used to help prevent school disorientation.

New Student Coupons. In Irmo Elementary School, Irmo, South Carolina, new students are given a set of friendly helper coupons which were printed by the school counselor. A new student in the elementary school is assigned a peer helper, who explains the book and conducts the student on a tour of the school. At different stops the new student redeems the coupons and receives such rewards as: 1) a rainbow sticker from the counselor; 2) a bookmark from the librarian; 3) a pudding pop from the cafeteria workers; 4) a school pencil from the school nurse; and 5) lunch with the building principal. Special items and surprises might be added when the students visit other locations and personnel in the school.

Student Mediation Team. At Coolidge High School in Washington, D.C., and at some high schools in San Antonio, Texas, peer leaders have been prepared in conflict management. When a conflict arises on the campus, perhaps between two students, or between a student and a teacher, these helpers meet with the parties involved and use their skills to help resolve the problem. Peer helpers might work together as a pair of mediators, supporting one another in their efforts to reduce the conflict. School mediators can also act as an "honor council" which helps students solve their problems before they must meet with the school authorities in charge of discipline.

Incentive Cards. A thousand printed cards with a tiger logo, the school mascot, and the saying, "You've Got That Tiger Fever," were distributed by peer helpers to students and faculty who were doing something to promote school spirit, friendship, and a good learning climate. Peer helpers were also encouraged to use the feedback model they learned in their training to compliment students.

School Rap. One peer helper training group wrote a rap song about their school and peer helper organization. They sang the song at orientation as one way of introducing themselves to new students. Next, the large group of new students was divided into smaller groups where the peer helpers co-led a discussion about the school handbook. Each peer leader was given four questions or areas to emphasize with the new students.

Transition Pizza Party. The "Peer Connection Class" at one school took part in helping eighth grade students in middle school to become more familiar with the high school. The younger students were bused to the high school, where the peer helpers greeted them and helped the faculty to present information about classes, activities, and general procedures. They also organized some "getting to know you" games which were designed to create a friendly atmosphere at the school. A pizza party concluded the day's activities. In another school, the transition activities began with a school breakfast hosted by peer facilitators.

Chapter 9

The Prevention of Academic Failure

*Peer*vention projects described in Chapter 9 of the student book were:

- Tutoring At-Risk Students
- Liaison Helpers

The following might also be used to help prevent academic failure.

Mentoring Young Students. High school peer helpers can serve as mentors to younger students in the elementary or middle schools. This special friend role can be arranged by a school counselor who is aware of students who need attention and who would benefit from working with an older student who would provide encouragement and support. Consideration was given to both gender, special interests, and life experiences.

Study Packets. Peer facilitators help develop study packets which are aimed at improving school achievement. The packets include information on following directions, taking notes, organizing time, test anxiety, and tips for taking examinations. The packets provide a vehicle for the peers to lead group discussions about selected topics.

Partners Against Scapegoating. Peer helpers visited classes and lead four sessions of structured group experiences, demonstrating the adverse effects of verbal assaults, degradation, and put downs. Role playing featured a student who started a fight when he was teased about his performance on a test. Class members identified feelings and related behaviors.

Partners for Achievement. An ongoing support group for middle school students who are having difficulty with behavior and poor grades can be valuable. Students form partnerships to identify areas where they want to improve their grades. They agree upon a plan and then they meet weekly during a grading period to reinforce and support each other. The partnership is facilitated by a peer helper who is assigned to work with them.

Cross-age Tutoring. Cross-age tutoring can be organized by a peer facilitator class. The high school peer leaders meet with tutors and their assigned students. The tutors are assisted by the older peer helpers to work through problems related to learning and getting better grades. The older peers can also serve as academic resources in the area of expertise or interest.

Bilingual Helpers. Bilingual peer facilitators are given partners who are non-English speaking students. They choose a book and take turns reading pages. For instance, Hispanic bilingual peer helpers were matched with at-risk Hispanic students who were having academic problems. The peer facilitators led a four-session study group which focused on school success skills. Facilitators also arranged for individual interviews, when there were more opportunities to discuss specific problems related to school. In addition, the facilitators worked with their special friend's teachers to help translate and to assist in the student's adjustment.

Test Buster Pep Rally. Peer facilitators can work with an entire elementary school student body to help improve test-taking performance. A pep rally, which features role playing, songs and cheers, as well as inspirational pep talks, has been described by Bowman (1987) and can be used as the basis for motivating student performance before standardized achievement tests are taken. The skits are fun and they focus on test-taking strategies.

Summer Helpers. Peer facilitators can work in a summer school program to help disadvantaged students to catch up or make up work. Some students simply need more practice or an opportunity to review and learn specific skills related to achievement in a subject. For example, students may need more practice in math or writing a paragraph. A peer helper might help a student to organize his or her thoughts and then to write them in a daily journal. The program might be offered at a community center, where the facilitators and their friends participate in recreational activities. Some communities may find the funds to pay the facilitators.

MAP—Model Adjustment Program. In Broward County (Fort Lauderdale), Florida, students scoring below the 40th percentile were identified as a target population. These students met in small groups once a week with a peer facilitator who was responsible for leading discussions about behavior management, learning skills, teacher-student relationships, and special tutoring.

Adopt an Athlete. Emotionally handicapped children, as identified by teachers and school psychologists, can be paired with high school athletes who are often viewed as "heroes." The athletes receive training in peer facilitator skills and meet regularly with their "little friends."

Writing to Read. Peer facilitators help tutor students who are having difficulties in reading. These may be young students or older students who are limited in their knowledge of English. Using a computer, students tell a story as the peer helper types it on the word processor. Then, students practice reading what they have written. The assumption is that students can talk and that what they say can be written, and what is written can be read. IBM has developed a program entitled "Writing to Read" which could be implemented with the help of peer facilitators.

Developmental Guidance Kits. Many schools have purchased kits and materials which focus on developmental guidance. They include activities and structured group experiences where children learn more about themselves and others. They also learn how interpersonal skills are related to academic achievement. Peer facilitators can use such commercial kits as *DUSO, PUMSY, Thumb-Body, Magic Circle , TAD,* and others. These kits provide manuals, as well as puppets and other props, which can be used by peer facilitators. The lessons are brief, usually about fifteen minutes, and there are also some suggested questions and follow-up activities. Trainers can talk with school counselors to find out which kits are available at the school where their peer helpers will be working.

Peer Forum. Model students in exceptional education classes were asked to be peer helpers and to serve on a panel. The peers provided a forum and peer support for the students who had negative attitudes toward the school's educational resource room (for students with learning disabilities). The panel responded to the students' questions about the problems associated with being in resource classes and about setting and achieving reasonable goals (Lewandowski, 1989).

The Total Involvement Program (TIP). TIP is a peer facilitator program that trains middle school students to provide guidance services, both individual and group, to younger students. It also involves the peers helping with classroom guidance.

Peer Outreach Service Team (POST). This project features a support system in Fort Lee, New Jersey. Its goals are to reduce the number of school dropouts, as well as negative behavior, chemical dependency, teenage depression, and academic underachievement. The entire project involves one-to-one interviews, a welcome program, partner against scapegoating, planning leisure activities, human relations support for those with special needs, and kids-r-safe. (Kehayan, 1987).

Peer Assistance and Leadership (PAL) Program. Started in Austin, Texas, in 1980, the PAL program trains high school students as peer facilitators. Students work on their own campus or in middle or elementary schools. A variety of topics are presented through peer-led groups: teenage sexuality, suicide, tutorial assistance, and drug and alcohol abuse. There is a PAL Advisory Committee, which is a volunteer organization made up of former PAL students. (Thomas, 1987).

Chapter 10

The Prevention of Depression and Suicide

*Peer*vention projects described in Chapter 10 of the student book were:

- Personal and Group Support
- Liaison Helpers and Referrals
- Stress Management and Parent Education Workshops

The following projects might also help with the prevention of excessive stress, depression, and suicide.

Classroom Skits. Skits and role plays can be presented by peer helpers before groups of students, such as in classrooms. These can be coordinated with teachers, counselors, and outside specialists. Danger signs, as well as coping skills, receive attention.

Death Education Unit. Peer helpers study the stages of grieving and loss. As special friends or small group leaders, they can apply the skills related to comforting and supporting, and they can assist other students who have experienced a death or loss.

Living Biographies. This project features peer facilitators who have researched and studied a particular person in history. A famous person is dramatized through dress and role play. A special day is set aside in which the peer helpers attend school dressed as their historical figures. They answer questions about the lives of the persons. While this project might be related to the academic study of literature, peer facilitators can be selective in choosing biographies. More specifically, they may choose famous people who have overcome adversity and who have gone on to make important contributions to society.

PLAN—Planning Leisure Activities Now. PLAN is a lunchtime project which focuses on helping peers plan and organize alternative uses for leisure time. It has assisted those who are lonely or socially isolated, as well as those who need alternatives to replace inappropriate patterns and pastimes.

School Phobics. One school had a project which dealt with school phobic students. It appeared that many adolescents' emotional problems are often centered on school settings. Peer helpers formed and ran a peer support group to help each other cope with anxieties about school (Diamond, 1985).

Troubled Youth as Peer Facilitators. A training as treatment project was used with adolescent boys who were living at a social adjustment center. After receiving peer facilitator training, the boys acted as small group leaders and facilitators in an elementary school. There were only four meetings with the children, but the adolescent boys were affected in a positive way. Behavior and attitudes improved (Sanborn & Myrick, 1983).

Chapter 11

The Prevention of Eating Disorders

*Peer*vention projects described in Chapter 11 of the student book were:

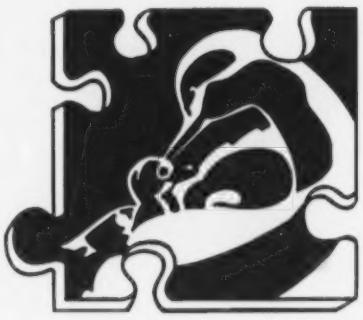
- Personal and Group Supports
- Referrals
- Nutrition Units

The following projects might also help with the prevention of eating disorders.

Health Education Assistant. Peers assist school counselors who are leading support groups for students who are troubled with poor eating habits. These groups consist of volunteers. Peer helpers make daily contact with an assigned group member, including telephone calls and periodic checks of progress at school.

Overeaters Support Group. Students in a school, perhaps at an elementary school, are identified who might be interested in signing up for a special weight management club. Participants are volunteers who have parent permission. The club is coordinated by a counselor or health specialist. Members first weigh in and are measured. They must have had a recent physical examination from a medical doctor. The clearance to participate in the group is the club's admission slip. The group meets weekly to discuss nutrition, eating habits, self-image, self-concept, and goal setting. Peer helpers facilitate discussions and help the students to keep records of their progress.

Weight Reduction. In one study of 89 overweight elementary school children (Foster, 1985), some were placed in an experimental group where they participated in a 12-week weight reduction program conducted by high school students trained as peer helpers. Children in the experimental group lost weight and reduced their percentage of overweight, whereas those in the control group gained weight and increased their percentage overweight.



Chapter 12

The Prevention of Family Distress

*Peer*vention projects described in Chapter 12 of the student book were:

- *Bridging the Communication Gap*—a film to promote communication among family members.
- Parent's Night; Parent's Day
- Peer Facilitator Hot Line
- Evening Family Counseling Center
- Big Brothers and Sisters
- Children of Divorce Group

The following projects might also help with the prevention of family distress.

Conquering Fears Club. Peer helpers organized a club where students find support in overcoming fears. One targeted group of students were experiencing nightmares. They met to share their experiences and to think of how they might resolve their fear of going to sleep.

Stress Thermostat. Peer facilitators working with groups of students can help them identify family stressors or events which tend to produce distress. Discussion focuses on how a person can learn to control one's stress thermostat. Relaxation techniques are taught and practiced. For instance, *"Sit quietly and comfortably with your eyes closed. Each time you exhale, repeat in your mind the word 'Relax.' Do not say it out loud. Imagine an orange under the heel of your shoe and slowly push on the orange."* Ways to cope with stress are visualized and cue words are developed which are designed to signal a person to relax.

Chapter 13

The Prevention of Alcohol and Drug Abuse

*Peer*vention projects described in Chapter 13 of the student book were:

- SADD Chapters
- Project Graduation
- Project DARE
- Just Say No Clubs
- Multi-media Presentations
- Reach America
- My Choice... Drug Free.
- ALATEEN

The following projects might also help with the prevention of alcohol and drug abuse.

Youth to Youth. Started in Ohio, this anti-drug program uses small group discussions with adolescents to suggest alternatives to using alcohol and drugs. Other schools have also started programs where peer leadership is advocated and where peers lead discussion topics: avoiding stress; knowing criminal laws about alcohol; a quiz about driving under the influence; drug classifications; refusal skills; symptoms of alcohol dependence, and effective group skills (Lovell, 1989).

Smoke Free World. A group of peer facilitators in Orlando, Florida developed a four-day unit on the prevention of cigarette smoking, a gateway drug, for elementary school age students. It was coordinated with special efforts made by the American Lung Association who provided pamphlets, video tapes, slides, artificial lungs for demonstrations, and other materials. Student knowledge and attitudes were assessed.

Be Smart, Don't Start. This prevention education program, featuring the spokes dog McGruff, is aimed at eight- to twelve-year-olds and is sponsored by the U.S. Department of Health and Human Services. High school peer helpers can use the trench-coated puppet to encourage students to discuss and follow the motto: Winners Don't Use and Users Don't Win.

Chapter 14

The Prevention of Body Assault

*Peer*vention projects described in Chapter 14 of the student book were:

- Individual Support
- Safe Child Program
- Secrets in the Toy Room

The following projects might also help with the prevention of body assault.

Kids R Safe. Peer helpers present mini-dramas for primary grade students, demonstrating strategies for avoiding harmful strangers.

FRIEND. This is an acronym for "Finding Respect In Every New Day" and it is a program in Pennsylvania where high school peer facilitators are matched with middle school students (sixth graders) who are referred for school discipline because of their aggressive behavior. Peer helpers work with them, perhaps in an in-school suspension room, where they talk about factors which influence their behavior.

Assertive Training Groups. Aggressive adolescents who were disruptive in classrooms received help from school counselors and peer helpers. The intervention consisted of eight hours of assertiveness training, meeting twice a week for four weeks. Discussions focused on such themes as anger, rules, revenge, and group interaction. A research study showed that peers were equally effective in teaching the skills as were professional counselors and that the groups reduced inappropriate aggression (Huey & Rank, 1984).

Truancy Groups. One project involved an all female group of adolescents who showed poor academic performance, frequent truancies, and referrals to the guidance office. Students attended twelve group sessions which were co-led by peer facilitators and the counselor. Discussion focused on peer relationships, future roles, and problems with families and teachers. This support and personal growth group involved problem solving and confronting.

Abused Adolescents. The staff at Boys Town Center, Omaha, Nebraska developed a peer-led adolescent group for boys who had been abused. Activities focused on self-esteem, coping strategies, and ways for adolescents to share their experiences. A leader's guide provides background on adolescent abuse and the group process, which consists of six weeks of group meetings.

Chapter 15

The Prevention of Sex-Related Problems

*Peer*vention projects described in Chapter 15 of the student book were:

- Counselor Group Assistant
- Referring to Professional Helpers
- Date Rape: When She Says No, She Really Means...

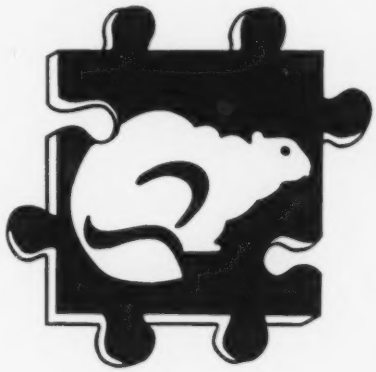
The following projects might also help with the prevention of sex-related problems.

At-Risk Student Education. Peer helpers can assist counselors who work with at-risk students who have been identified through national research projects as being more likely to have sex-related problems (e.g. unwed pregnancy) before graduating from high school.

AIDS: The Fight For Survival. In San Francisco, California and Gainesville, Florida high school peer facilitators have been used to present prevention education units which focus on AIDS. The unit gives attention to how AIDS is transmitted and how to reduce the risk of spreading the disease. Student presence and leadership also helped desensitize other students to talking about the issue. In some schools students are trained specifically to assist in health care projects and they are called peer health educators.

Teen-Link. In Durham, North Carolina Teen-Link is a peer program that is designed to promote good health and disease prevention among inner city disadvantaged youths (Vernon, 1988).

Teens-Talk. Teens-talk is a project in Albuquerque, New Mexico which develops peer leadership among pregnant/parenting teens (both male and female). After training, students participate on panels and present information, as well as experiences and attitudes, to adult community groups to raise awareness and support and to youth groups to help prevent teen pregnancy. Training is project-specific, with an emphasis on what makes a panel function well and on cultural differences (Molker, 1989).



Chapter 16

The Prevention of Career Indecision

*Peer*vention projects described in Chapter 16 of the student book were:

- Career Bulletin Boards
- Tutoring for Employability Skills
- Mock Interviews and Letters of Application
- Peer-led Career Awareness Groups
- Assisting Occupational Specialists
- Guest Speakers and Symposiums

The following projects might also help with the prevention of career indecision.

Vocational Exploration Groups. The VEG provides a series of structured group experiences for about five students each. These can be peer-led. Activities help participants explore job interests and skills, job goals, and to receive feedback from other students about job perceptions. Each student learns to identify an immediate goal which leads toward a chosen career area.

Career Center Helpers. Peer facilitators can assist counselors, librarians, and occupational specialists on career awareness projects. Distribution and discussion of information can be part of being an assistant. Peers can also help others learn how to use computer-assisted career information searches, such as *Discover, Choices, Sigi Plus*, and others (France, 1984).

The Career Poll. Peers help counselors and teachers develop and administer a career interest survey for students. The poll helps identify interests and needs which suggest the use of speakers, local resources, and the use of media materials. The results can also be used to organize a career day for students.

Women in Science. The desire to encourage more women to enter science programs sparked a project in which high school senior girls, who were trained as peer facilitators, served as role models for younger girls. They participated in a Women in Science Club, which focused on careers in science and mathematics (Fenske, 1983).

Chapter 17

The Prevention of Community Unrest

*Peer*vention projects described in Chapter 17 of the student book were:

- Say No to Guns
- Teens Talk Phone
- The Conservation Corps
- Youth Groups
- Library Reading Programs
- Cold Night Program
- Special Olympics

The following projects might also help with the prevention of community unrest.

Adopt a Grandparent. In this project peer helpers go to retirement centers where they talk and work with the elderly. Students meet their adopted grandparents on a regular basis, helping them with routine chores and errands. The peer helpers also facilitate the adopted grandparents to reminisce and talk about favorite memories of their lives and childhoods. This experience is a favorite one among both the peers and their partners.

Building Playgrounds. Peers work with representatives from community recreation centers to construct playgrounds and to provide recreational experiences for young people. They help organize sport teams, referee, supervise game rooms, and develop new games.

Hospital Helpers. Hospitals have many opportunities which have already been organized where young people can be of assistance. (i.e. candy stripers, tutors, play time in the pediatric wing).

Helping Hands Against Violence. Peers in Milwaukee, Wisconsin organized an awareness project against community violence. They obtained handprints (Stop Violence) from hundreds of elementary school children on a large banner. The banner was displayed in the school before being sent to the mayor's office. Students also talked about how they can avoid violent situations both at home and in the community.

Dial a Friend. Peer facilitators are trained as phone friends and they take telephone calls from latchkey children who are home alone after school. Similar programs have other titles: Phone Friends (Pennsylvania), I Care Hot Line (San Antonio, Texas).

Habitat for Humanity. Peer facilitators can help community workers in building homes and helping recruit other students for various projects.

Homeless Shelters. Some peer helpers have found it an eye-opener and a significant learning experience to assist in shelters for the homeless. They help serve food, distribute clothing, talk and play with children, assist in making telephone calls, and help gather resources.

Head Start Program. Head Start programs, first started in 1965, help economically disadvantaged young learners to gain the most out of school. Peer facilitators can teach and coach the young students in school success skills, as well as help teachers and aides with routine skills (tying shoes, buttoning shirts, putting on coats, and so forth). Most of these programs, however, need more help in identifying gifted children and in providing them with special learning experiences. Peer helpers can give these students extra attention and introduce them to learning projects which go beyond the basic program.

The Minute Teen Timeout. In Minnesota, radio and television time spots were given to peer helpers who write brief messages about social issues and adolescent concerns. These public announcements were co-sponsored by *Hardee's* restaurants and they were aimed at the prevention of community problems.

Adopt a River. In Texas, young people cleaned up eleven miles of a river bed and picked up hundreds of bags of trash. This environmental project was partially coordinated by Peer-Assisted Leaders, a popular peer helper group in the state.

Student Developed Projects

The preceding projects are only a few examples of what might be done. These, and others not listed, can be modified to address needs in a particular school or community. Each trainer/coordinator, along with the administrators, determines the specific procedures and policies which must be followed when implementing a project.

A school faculty and staff can work together to identify needs, interests, and opportunities for peer facilitators to apply their skills. Even though facilitators will be encouraged to make use of their knowledge throughout their daily lives—and many will seize opportunities to instinctively help others—*peer*ventions mobilize school resources systematically.

This chapter would not be complete without re-emphasizing that the peer facilitators themselves are some of the best sources for thinking of and developing projects. They can help identify needs and interests. They can take an active part in creating and organizing projects. They frequently think of how best to reach the student populations which previously have stymied adults. This is a leadership program and peer facilitators can lead us to find new ways to help others.

Section G

Forms

The Power of PEERVENTION:

A Manual for the Trainers of Peer Facilitators

by Robert D. Myrick, Ph.D.
and Betsy E. Folk, Ed.D.

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Section G

Forms

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Section G

Forms

The following forms are provided to *peer*vention trainers and coordinators. They have been adapted from various forms made available to the authors and Educational Media Corporation. They are, in that sense, illustrative.

Permission is hereby granted to trainers/coordinators to copy and reproduce these forms for use in their respective training programs. In addition, these forms may be edited and modified to meet the needs of your program.

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Application to the Peer Facilitator Program

Date: _____

To: All Interested Students

From: The Peer Facilitator Program Coordinator

Our Peer Facilitator Program is designed to prepare student leaders and peer helpers. The focus is on communication and interpersonal skills to be used with individuals and adults. Peer facilitators work in various projects to assist others. The enrollment in this one (1) hour elective course for credit is limited.

Among the most important factors we consider when selecting students are:

1. A sincere desire to help others.
2. An ability to get along well with others.
3. A respect for the rights of others.
4. Trustworthiness.
5. A commitment to take an active part in the training.

Applying for the Program:

To apply for this special leadership program, fill out the application on the next page. It must be returned to _____ by _____ (date).

The general procedures are:

Review: After all applications have been received, you will be scheduled for a group interview. Interviews are conducted in groups of about four students and feature a "question and answer" period in order to both give and receive more information regarding your interests and the program.

Parent Form: You will be given a parent permission form. It must be signed and returned before the next step.

Questionnaire: You will then complete a personal questionnaire which indicates, in a general sense, information about yourself before starting in the program.

Recommendations: Ask two adults within the school to complete the recommendation form for you.

Any questions? If so, then see me or talk with one of last year's peer facilitators. Still interested? Then, complete and sign the application form and return it as soon as possible.

Application to Peer Facilitator Training Program

Name_____

Age_____ Student ID # _____

1. Do you think that your schedule can be arranged so that you will have (1) period a day available for peer facilitator training?
   ❑ Yes ❑ No
   ❑ Not sure
2. How strong is your desire to help others?
   ❑ Very strong
   ❑ Stronger than average
   ❑ About average
   ❑ Less than average
3. Do you agree that all discussions between you and other students with whom you work will remain private and treated respectfully? (If you would like to comment on this question, please do so.)
   ❑ Yes ❑ No
4. Will you participate fully in the training program? (If you would like to comment on this question, please do so.)
   ❑ Yes ❑ No
5. On the back of this form, please explain briefly why you feel you will be able to help others to help themselves. (What qualities do you have that will be helpful to others? Have you had any experiences that you feel will be helpful to you in your work with others?)
6. List two adults within the school you respect and like.

   _____

   _____

Please list your current classes and teachers in the space below.

Period	Class	Room	Teacher
1.			
2.			
3.			
4.			
5.			
6.			

If you have any additional comments or questions regarding any of the above, please use the back of this sheet.

Student Signature _____

Beginning and Advanced Peer Helping Application Packet

Please follow these directions:

Applications are due no later than _____ (date).

1. You must sign up for the peer facilitator program during registration. If you have not been in this program before, sign up for Peer Counseling I & II. If you have taken first or second year peer counseling, sign up for Peer Counseling III & IV. This application is a screening process to insure students' appropriateness for our peer facilitator program. The application can be completed after you sign up for the course, but you must sign up during registration the first week of April.

2. Please complete the first three (3) pages. Page 3 is a self-evaluation. Remember the quality and neatness of your answers is extremely important!

3. Detach the last three pages and give them to three (3) adults as references. Two of them must be on the staff here . Ask your teachers to please return them to the guidance office.

4. YOU are responsible for making sure the references have been completed and returned to us by _____ (date).

5. You may return your completed application and any outside references to the guidance office.

6. Some students may be asked for personal interviews and students not accepted will be notified. GOOD LUCK!

Peer Facilitator Program Application

Name _____ Grade Next Year _____

Address _____ Telephone _____

The following questions are designed to encourage you to think about yourself as an INDIVIDUAL and a HELPER and to provide us with honest information about your ideas, thoughts and feelings. There are no right or wrong answers.

1. What words best describe you?

2. Who is someone that you admire greatly? What do you admire about that person?

3. One important fact you have learned about life is _____? How did you learn it?

4. When you interact with people (friends, parents, adults, and so forth), what do you feel are your greatest strengths/weaknesses?

5. What leadership characteristics do you have? What leadership skills do you need to improve upon?

6. How did you find out about our peer facilitator program? Why are you interested in taking this course?

7. Since an important part of the peer facilitator program is helping others here and at other schools and in the community, how do you think you can help? What projects/programs would you like to see us get involved with?

8. List the classes/teachers/grades you have this semester.

9. Additional comments/questions?

Self-Evaluation: Peer Facilitator Program

Please evaluate yourself honestly in the following areas:

	Poor	Fair	Good	Excellent
RESPECTFULNESS	❑	❑	❑	❑
FRIENDLINESS	❑	❑	❑	❑
BEING RESPONSIBLE	❑	❑	❑	❑
TRUSTWORTHINESS	❑	❑	❑	❑
CONCERN FOR OTHERS	❑	❑	❑	❑
LEADERSHIP ABILITY	❑	❑	❑	❑
EMOTIONAL STABILITY	❑	❑	❑	❑
SENSE OF HUMOR	❑	❑	❑	❑
ABLE TO ACCEPT CRITICISM	❑	❑	❑	❑
GOOD JUDGMENT	❑	❑	❑	❑
POLITENESS	❑	❑	❑	❑
PERSONAL ENERGY	❑	❑	❑	❑
SENSITIVITY TO OTHERS	❑	❑	❑	❑
ADAPTABILITY	❑	❑	❑	❑

COMMENTS:

Recommendation: Peer Facilitator Program

_____has applied for the Peer Facilitation/Advanced Peer Facilitation class. Please take a few minutes to evaluate this student using the scale below. Your honest appraisal and any written comments will be very helpful.

THANKS!!!

	Poor	Fair	Good	Excel.	Unknown
RESPECTFULNESS	❑	❑	❑	❑	❑
FRIENDLINESS	❑	❑	❑	❑	❑
BEING RESPONSIBLE	❑	❑	❑	❑	❑
RELIABILITY	❑	❑	❑	❑	❑
SELF-CONFIDENCE	❑	❑	❑	❑	❑
TRUSTWORTHINESS	❑	❑	❑	❑	❑
CONCERN FOR OTHERS	❑	❑	❑	❑	❑
LEADERSHIP	❑	❑	❑	❑	❑
EMOTIONAL STABILITY	❑	❑	❑	❑	❑
SENSE OF HUMOR	❑	❑	❑	❑	❑
ABLE TO ACCEPT CRITICISM	❑	❑	❑	❑	❑
GOOD JUDGMENT	❑	❑	❑	❑	❑
POLITENESS	❑	❑	❑	❑	❑
PERSONAL ENERGY	❑	❑	❑	❑	❑
SENSITIVITY TO OTHERS	❑	❑	❑	❑	❑
ADAPTABILITY	❑	❑	❑	❑	❑

ANY COMMENTS?

SIGNATURE: _____

Peer Facilitation Program Recommendation

Note: This form should be distributed to adults for references.

Student's Name:_____

Person Making Recommendation: _____Date_____

Circle the best response: Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D) or Strongly Disagree (SD).

In my opinion this student:

1. Responds to others in a positive manner.	SA	A	NS	D	SD
2. Is understanding of and interested in others.	SA	A	NS	D	SD
3. Respects the feelings and opinions of others even when he/she disagrees.	SA	A	NS	D	SD
4. Is self-confident in most situations.	SA	A	NS	D	SD
5. Displays an openness to learning new ideas.	SA	A	NS	D	SD
6. Shows an interest in the welfare of others.	SA	A	NS	D	SD
7. Is trustworthy.	SA	A	NS	D	SD
8. Can be recommended to the peer facilitator training program.	SA	A	NS	D	SD

Thank you!!!!

Parents' Night Meeting Announcement

Are you interested in knowing more about our peer facilitator program? Would you like to hear more about how students can be trained to be leaders and peer helpers in our school? Do you want to learn more about how peers can work in such helping roles as teacher/counselor assistant, special friend, tutor, and small group leader?

If you answered yes, then you are invited to a special meeting of parents, students, and others who are looking for more information about our exciting program. The get-acquainted meeting will take place _____ (include date, time, and location).

Students from last year's class will help tell what peer facilitators do and answer questions. We will outline the program's purpose, goals, and training activities. Some of last year's projects will be briefly described in order to illustrate how peer facilitators can make a positive difference in our school and community.

Please join us. You will find the meeting worth your time.

Sincerely,

_____
(Coordinator, Peer Facilitator Program)

P.S. Please sign and return, so we can plan for refreshments and copies of materials.

_____ Yes, we plan to attend the "Parents' Night Meeting"

Names of those attending: _____
_____
_____
_____

_____ No, we will not be able to attend.

_____ _____
(Parent's Signature) (Parents' Signature)

Parent Permission Form

To the Parents of _____.

The peer facilitator program at _____(name of school) is a leadership class in which students are trained in communication and interpersonal skills. It is designed to teach them how to be facilitators in such roles as teacher/counselor assistant, tutor, special friend, and small group leader.

Students will learn about helping relationships, decision making and problem solving. They will learn how to facilitate others to think about ideas, feelings, and responsible behaviors. They will also study prevention education topics related to school and community projects.

The program is taught by _____ (name of trainer/coordinator), who will provide the training and coordinate of the peer helper projects.

*Training is provided through a regular academic course and one (1) full credit which can be applied toward graduation when a student completes the requirements for this elective course.

Students must be approved for admission to the program, have parent permission, and return all written forms before they can sign-up.

Your son/daughter has expressed a desire to participate in the program and to be a peer facilitator. If you need more information or have any questions, please call _____ (telephone number).

If you approve and give your permission, then please read and sign the permission slip below.

I give my son/daughter, _____(name of student), permission to participate in the peer facilitator program at_____ (name of school).

Signed _____
(Signature of Parent or Guardian)

Date _____

---

*If you have a non-credit, brief training program, then the following paragraph might be more appropriate: "Training will necessitate each student missing about ten hours of time from their other academic classes, for about five weeks. Arrangements will be made so that the same classes are not missed all the time. Teacher permission for a student to participate in the program will be obtained. Students are responsible for all class assignments."

Acceptance Letter

(Date) _____

Dear _____,

Congratulations!

You have been selected to participate in our peer facilitator program for this coming school year. You were chosen based on your leadership ability and your interest in working with other people.

This year our class will consist of various activities which emphasize leadership training, decision making, and communication skills. You will be one of a number of seniors and juniors who will meet together during _____. This course will receive one (1) full credit toward graduation.

I am looking forward to working with each of you. I'm also anticipating a genuine commitment from each of you to our group and to our goal of assisting others through various projects.

Sincerely,

Peer Facilitator Program Coordinator

Letter of Non-Admission

(Date)_____

Dear_____

Thank you for applying for the peer facilitator program. We received many more applications than we had anticipated. We feel this is a strong indication of a definite need at our school for such a program.

I am sorry to report that you were not selected to be in this year's class. You have been chosen as an *alternate*.

Because of space and the limits of the training activities, some very fine candidates were not selected for the program. Your willingness to be in the program is appreciated and there will be other ways in which you can help others in our school.

If you would like to discuss this matter, please see me in the guidance office. Thanks again for your interest!

Sincerely,

Peer Facilitator Program Coordinator

Thank you!!!

Retreat/Workshop Evaluation Form

Student or adult's name _____

Grade or job position _____

Help us to evaluate this retreat/workshop. Give us your opinion by using the scale below to show your response.

Circle the best response: Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D) or Strongly Disagree (SD).

1. The workshop increased my understanding of others.	SA	A	NS	D	SD
2. The workshop had an effect on me.	SA	A	NS	D	SD
3. The workshop will have some effect on my actions.	SA	A	NS	D	SD
4. I liked being a member of this workshop.	SA	A	NS	D	SD
5. The workshop increased my understanding of myself.	SA	A	NS	D	SD
6. I would recommend a similar workshop experience for my friends and others.	SA	A	NS	D	SD

7. The thing I liked best about the workshop was _____.

8. The thing I liked least about the workshop was _____.

9. One thing I learned or re-learned from the workshop was _____ .

10. Would you recommend a peer facilitator program for your school? ❑ Yes ❑ No

11. What is one area which comes to mind where you think peer facilitators can be of assistance?

Peer Facilitator Effectiveness Inventory (PFEI)

(For Use With Group *Peer*ventions)

Read each of the statements below. Indicate the extent of your agreement or disagreement with each statement by circling the appropriate letters to the right: SA-Strongly Agree; A-Agree; U-Uncertain; D-Disagree; SD-Strongly Disagree. Please respond to all of the statements.

1. The group sessions with the peer facilitators were interesting.	SA	A	U	D	SD
2. Group members listened to each other during our sessions.	SA	A	U	D	SD
3. Sometimes I was bored during our sessions.	SA	A	U	D	SD
4. Everyone participated and shared their thoughts, ideas, and feelings in the group.	SA	A	U	D	SD
5. Some of the things we talked about made me feel uncomfortable.	SA	A	U	D	SD
6. I felt that the peer facilitators were interested in me.	SA	A	U	D	SD
7. Sometimes the peer facilitators "put me down."	SA	A	U	D	SD
8. The peer facilitators did not think my thoughts and feelings were important.	SA	A	U	D	SD
9. The peer facilitators treated me like a friend.	SA	A	U	D	SD
10. The peer facilitators were enthusiastic about what they were doing.	SA	A	U	D	SD
11. My experience with the peer facilitators helped change my attitudes about certain things.	SA	A	U	D	SD
12. My behavior did not change as a result of my experiences in the group.	SA	A	U	D	SD
13. My attitude toward the use of drugs has changed because of my experiences with the peer facilitators. (Note: any other special focus can be used here.)	SA	A	U	D	SD

14. School seems more enjoyable as a result of the group experience.	SA	A	U	D	SD
15. I would like to be a peer facilitator someday.	SA	A	U	D	SD
16. I would recommend a similar experience for others.	SA	A	U	D	SD
17. I got to know other students better as a result of our group.	SA	A	U	D	SD
18. My understanding of others increased.	SA	A	U	D	SD
19. My understanding of myself increased because of the group experience.	SA	A	U	D	SD
20. My behavior changed as a result of my experiences in the group.	SA	A	U	D	SD

II. What I liked most about my experience with the peer facilitators was _____ .

What I liked least about my experience with the peer facilitators was _____ .

I think the peer facilitators can best help students by _____ .

III. Write below or on the back any other comments you want to make.

Student Evaluation of Peer Facilitators

Date _____ Name of School _____

Name_____

You are one of a sample of students in _____ (school) who have participated in some component of the peer facilitator program since _____. Your responses will be used to help evaluate the program. All information is confidential. Your name will not be used when the data is analyzed. Thank you for your time and help!

1. Check one of the following: I work mainly with a/an

   ❑ Peer helper ❑ Adult helper ❑ Both

2. Check one of the following: I participated in

   ❑ Individual interviews ❑ Group meetings ❑ Both types

Circle the best response: Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D) or Strongly Disagree (SD).

3. My peer helper was interested in my problems.	SA	A	NS	D	SD
4. I was comfortable working with my peer helper.	SA	A	NS	D	SD
5. We clarified some of my ideas and concerns so that I could see them more clearly.	SA	A	NS	D	SD
6. The number of meetings we had together were long enough to be helpful.	SA	A	NS	D	SD
7. Meeting once a week was the right amount of time.	SA	A	NS	D	SD
8. My peer helper was helpful.	SA	A	NS	D	SD
9. I feel better about myself in some respects since meeting with a peer helper.	SA	A	NS	D	SD
10. I would like to meet with my peer again and talk about some other ideas or concerns.	SA	A	NS	D	SD
11. It is easier to talk with my peer helper about somethings than it is with adults.	SA	A	NS	D	SD
12. I would recommend my peer helper to someone else who needed assistance.	SA	A	NS	D	SD
13. I would like to be a peer helper someday.	SA	A	NS	D	SD

14. What I liked best about my peer helper was:

15. What I liked least was:

16. Any other comments?

Group Evaluation Form

I. Read each of the statements below. Indicate the extent of your agreement or disagreement with each statement by circling the appropriate letters to the right: SA-Strongly Agree; A-Agree; U-Uncertain; D-Disagree; SD-Strongly Disagree. Please respond to all of the statements.

1. The group helped change my behavior.	SA	A	U	D	SD
2. I would recommend a similar group experience for others.	SA	A	U	D	SD
3. The group helped me clarify some of my beliefs, attitudes, and values.	SA	A	U	D	SD
4. I enjoyed being a member of the group.	SA	A	U	D	SD
5. As a result of the group, I feel more comfortable with my classmates.	SA	A	U	D	SD

II. Respond to the questions below by completing each of the statements.

The thing I liked *best* about the group was _____ .

The thing I liked *least* about the group was _____ .

I learned that I _____ .

If people were to ask me about the group, I would say _____ .

III. Write below or on the back any other comments you want to make.

Parent Evaluation of *Peer*vention

We were pleased that a peer helper was able to work with your child during the past semester. They were involved in a "special friend's project" which also involved tutoring and talking about school adjustment. Please help us evaluate our efforts by completing the following.

Student's Name_____ Grade _____ Date _____

Home Telephone _____ Parent's Business Phone_____

Name of the Peer Helper _____

_____
Name of parent or guardian

Indicate your response by checking the most appropriate response regarding your child's behavior or attitude since the beginning of the school semester.

KEY: A = MUCH IMPROVED C = SLIGHTLY WORSE
B = SLIGHTLY IMPROVED D = ABOUT THE SAME

	A	B	C	D
ATTITUDE ABOUT SCHOOL	❑	❑	❑	❑
MATURITY	❑	❑	❑	❑
SELF-CONFIDENCE	❑	❑	❑	❑
SELF-RELIANCE	❑	❑	❑	❑
RESPONSIBILITY	❑	❑	❑	❑
GETTING ALONG WITH OTHERS	❑	❑	❑	❑
LISTENING TO OTHERS	❑	❑	❑	❑
CREATIVITY	❑	❑	❑	❑
DECISION MAKING	❑	❑	❑	❑
ASSERTIVENESS	❑	❑	❑	❑
BEING ORGANIZED	❑	❑	❑	❑
SELF-AWARENESS	❑	❑	❑	❑
PROBLEM SOLVING	❑	❑	❑	❑
STARTING TASKS ON TIME	❑	❑	❑	❑
GETTING TO SCHOOL ON TIME	❑	❑	❑	❑
FOLLOWING THROUGH ON ASSIGNMENTS	❑	❑	❑	❑
MAKING TIME FOR SCHOOL HOMEWORK	❑	❑	❑	❑
BEING SENSITIVE TO THE NEEDS OF OTHERS	❑	❑	❑	❑

Teacher Questionnaire
Student Helped by the Peer Facilitator

Student who worked with the peer facilitator _____

The peer facilitator _____

Teacher evaluating the student's progress _____

You are a teacher of a student who worked with a peer facilitator this semester. Considering your knowledge and observations of the student designated above, please indicate any change in behavior exhibited since the beginning of the semester. Use the key below to show your response. Thank You!

1. Student has shown much improvement
2. Student has shown slight improvement
3. Student is about the same
4. Student seems to be getting worse
5. Uncertain

Place your numbered answer on the line at the left of each item.

_____1. Willing to express his/her opinion.

_____2. Follows through with assignments.

_____3. Is a friendly person.

_____4. Listens attentively to others.

_____5. Follows teacher instructions.

_____6. Attends school regularly.

_____7. Follows school rules.

_____8. Respects the rights of other students.

_____9. Participates in class activities and discussions.

_____10. Is self-assured in social situations.

_____11. Shows self-confidence in difficult situations.

_____12. Expresses him or herself well.

_____13. Likes school.

_____14. Can accept criticism.

Teacher/Host of Peer Facilitator Evaluation Form

To: Peer Facilitator Hosts

From: The Peer Facilitator Coordinator

Would you please help us evaluate the work of the peer facilitator who was assigned to work with your student(s) this semester. Your response can help us maintain and improve aspects of our program and the work of the peer facilitators. Please complete the following evaluation and put it in my office box. I would be happy to meet with anyone who wants to discuss the program or to share personal observations about students and their facilitators. Thanks for your support and assistance.

CIRCLE ONE:

SA-Strongly Agree; A-Agree; U-Uncertain; D-Disagree; SD-Strongly Disagree

1. I am glad that I chose to have a peer facilitator work in my class.	SA	A	U	D	SD
2. I feel as though the peer facilitators have been well-trained.	SA	A	U	D	SD
3. The students look forward to the peer facilitators being in class.	SA	A	U	D	SD
4. I *doubt* if the peer facilitators really accomplished anything worthwhile.	SA	A	U	D	SD

PLEASE COMPLETE THE FOLLOWING STATEMENTS:

5. If *other teachers* would ask me about the peer facilitators, I would say the following _____ .

6. One *suggestion* I would like to make is _____ .

7. One *concern* I have is _____ .

8. Any other comments?

Outside Agencies

TO:

FROM: The Coordinator of the Peer Facilitator Program

RE: Referrals

The following student has been recommended to your agency through the peer facilitator program at _____(school) Parental permission has been granted. Please notify the coordinator of the peer facilitator program at your earliest convenience.

I may be reached at _____ between the hours of _____and _____.

Thank you for your cooperation,

_____

Coordinator of the Peer Facilitator Program

Name of Student _____ Grade_____ Date_____

Nature of Problem _____

Previous Steps Taken to Affect Solution:

1. _____
2. _____
3. _____

To the Parent and/or Guardian of _____. Please respond and return to the coordinator of the peer facilitator program.

I hereby give permission for _____ to be referred to_____.
(Student) (Agency)

_____ _____

Parent or Guardian Date

Section H

Resources, Evaluation, Standards, and References

The Power of PEERVENTION:

A Manual for the Trainers of Peer Facilitators

by Robert D. Myrick, Ph.D.
and Betsy E. Folk, Ed.D.

BEST COPY AVAILABLE

Section H

Resources, Evaluation, Standards, and References

The Power of PEERVENTION:

A Manual for the Trainers of Peer Facilitators

by Robert D. Myrick, Ph.D.
and Betsy E. Folk, Ed.D.

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Section H

Resources, Evaluation, Standards, and References

Some peer helper programs have a small number of students who have been assembled to work together on a special project and the adult leader has taught them a few skills to use in their efforts. Other programs are more comprehensive and the students meet on a regular basis to study leadership and facilitative skills in depth. All programs can benefit by making use of outside resources, by evaluating progress and outcomes, and by setting goals for the future. What resources are available to help a trainer/coordinator? How might you evaluate your program? What kind of program do you want to have someday?

Making Use of Outside Resources

Community Resources

There are many local organizations that specialize in helping services. Draw upon them for assistance and additional resources. Community agencies employ professionals who can talk with you or your peers about the needs of special populations, the nature of helping relationships, common sense strategies, and how volunteers can be of assistance. Pamphlets, local bulletins, and recent demographic data can supplement the information you already have. A list of volunteer helper associations can be obtained from your local newspaper or library. These groups can stimulate your thinking or give you leads regarding possible peer projects.

Parents of peer facilitators are great resources. They understand the mission of your program, its objectives, and what your peer helpers can do. This enables them to be supportive and to volunteer, on occasion, to assist in projects. Because of their backgrounds or past experiences, parents can help organize learning activities which you think appropriate.

Your school faculty and staff are also resources. Your administrators and teachers can recommend students for your program, help plan *peer*vention projects, and chaperone or supervise special events. Some teachers are particularly interested in the program and may share their own expertise when asked. They can make timely referrals and make peer helpers an integral part of school services.

State Resources

There are departments and agencies in the capital city of your state which have been established in order to provide human relations information and services. Many of these organizations can provide current prevention education data, which is applicable to your state or community. Free educational materials are often available on request.

Your state department of education will have several divisions, some of which specifically deal with special populations that concern the work of peer facilitators. Personnel in these divisions, such as those in the area of guidance, counseling and student services, have consultants who can take an active role in promoting peer facilitator programs. They are excellent sources of information and inspiration. They might know of support funds that are available through state projects or grants.

One of the best places to find resources is through regional and state conferences which focus on student support services. For example, almost all states have an annual conference for school counselors. This meeting is usually sponsored by the state division of national organizations, such as the American School Counselor Association, an affiliate of the American Association for Counseling and Development. Peer facilitator trainers frequently hold interest group meetings at these conferences, share information, and present programs. Most conferences hold pre-convention workshops for special topics.

More recently, state conferences have been designed specifically for peer helpers. These conferences have captured the imagination of professionals across the nation. In most cases, students present programs to other students, or at least they are predominately featured on the programs. One kind of conference features attendance by both peer helpers or facilitators and their trainers/coordinators. It often follows a one-day workshop format and may be described as a drive-in conference. This, of course, reduces the cost of bringing students and the need for chaperons.

When such conferences are held in the state, or perhaps in some regional areas, the event might be viewed by school officials as a field trip. With advanced planning, bus transportation can be arranged. Students can bring their own lunches or meals can be ordered ahead of time. The school budget, or a sponsoring business, may provide funds for conference registration and materials.

Peer trainers/coordinators and interested personnel can hold a state or regional conference without students in attendance. One advantage is that adults can talk more about theory and how to develop a program. They can explore matters which may not be of particular interest to students, although this is usually not the case. Some adults feel more open to talking about problems they are facing when students are not present, especially when they are first starting. And, there is less need for special arrangements such as entertainment, chaperons, and permission slips.

National Resources

The *Peer Facilitator Quarterly* is a national publication which was started in 1984. The Quarterly features articles of interest to peer helper trainers and usually describes learning activities which can be used in training or projects. It is a forum where peer trainers can share their ideas about training strategies, projects, and related issues. It is the official publication of the National Peer Helpers Association (NPHA).

NPHA was founded in 1986 in Los Angles, California. Its first national conference was held in St. Charles, Missouri (1987). Annual conferences have been held in the last week of June each year in Fort Collins, Colorado (1988); New Orleans, Louisiana (1989); Flagstaff, Arizona (1990); and Seattle, Washington (1991). These conferences highlight programs for peer facilitator trainers and sometimes feature student presenters.

Professional publications, such as those cited in the reference section of this chapter, also provide valuable information, research, and suggestions.

Personal Networking

One of the most valuable sources of information and support is obtained through networking with other peer trainers/coordinators. Friendships and acquaintances can be made at state and national conferences, but it is especially practical if you can find others in your immediate area who are engaged in similar work. For instance, you might find that someone in another school is also thinking of starting a peer helper program. You can talk about the factors you are considering and the checklist of things to do that you are constructing. Or, you may find people who have had more experience with such programs and are willing to share their ideas. Visiting another program is also very helpful. It can be reassuring and stimulating to have a person in your community or general geographic area with mutual interests in peer facilitator programs.

As a trainer, you will learn that this work will be one of the most personally and professionally rewarding experiences of your life. It is great fun to explore ideas and to talk about concerns and achievements with someone who shares your interests. Enthusiasm can be contagious. A personal network of friendly trainers can provide timely support and encouragement.

Evaluating the Program

Most people are going to like the basic idea of peer facilitators. It makes sense, especially when it is known that they are prepared for their work and under the guidance and supervision of a respected program trainer/coordinator. Yet, the challenge remains that these programs should be, and need to be, evaluated and held accountable.

To be accountable means to be responsible for the objectives, procedures, and outcomes of the program. It involves gathering information regarding the impact the training and the projects have had on the participants (peer facilitators) as well as the recipients (clients of the facilitators).

There are many ways to be accountable. All measures are aimed at giving feedback to trainers and trainees, teachers and parents, and administrators. This feedback can be used to make evaluations, plot new directions, and reinforce procedures which seem to be effective.

There are at least three basic ways to look at accountability. First, you can give attention to a group's needs and interests. Second, you can focus on the training procedures or the process of the peer facilitators' work. The emphasis here is on what is being done to train or to help others. Finally, you can review the outcomes of the *peer*ventions or work of the peer helpers.

Assessing Needs and Interests

Who will receive peer helper assistance? Where will *peer*ventions be directed? What special interests and needs do others have which can receive attention from peer helpers?

Needs assessments come in different forms. When well organized and done in a systematic way, they provide valuable leads for peer trainer/coordinators. The information also can provide a baseline of data to help assess where a population is at a point in time.

In order to survey the needs and interests of a population, you must first identify it. The population might be the whole student body of a school, or only students at a particular grade level. The assessment instrument might be aimed at a certain sub-group within a school—students who are: interested in military careers; targeted as at-risk; potential dropouts, pregnant teenage girls; or, gifted academic students.

Paper and pencil formats are used in needs assessments. Students, for example, complete a checklist or answer true-false questions (Unit 8). The assessments are typically done anonymously, as the intent is to gain data about the population in general. However, it may be optional for students to sign their names.

In addition to surveying students directly, surveys might also be sent to parents and teachers. Similar formats might be used, although in this case the respondents try to visualize the needs based on their experiences with and perceptions of the population. School counselors and administrators might also be polled.

Needs assessments seem to work best when there are a small number of items which can be filled out in a short time. If you are going on a general fishing expedition, more items might be needed. You are casting your line into several different holes. On the other hand, you may already have a special place in mind. In that event, the items can be more specific, fewer in number, and there is less casting around.

After the information has been collected, then the data must be organized into meaningful conclusions. It helps if you have carefully thought about the format you will use to summarize your findings. Will there be thematic areas which must be described? Will you tally the responses to each of the items and report percentages? Imagine how a final report might look.

Peer facilitators themselves can identify needs and interests. They can help construct an instrument or survey. They can tally the results and discuss the implications. The needs assessment also provides a baseline from which the peers are beginning their work and it might even be used later as a post-assessment of a *peer*vention.

Tallying and Describing *Peer*ventions

You and your students might ask, "What is currently being done to meet these needs and interests?" An investigation and related discussion can identify current interventions by others and where more help is needed. What *peer*ventions might be added to what is already being done?

Thereafter, peers begin to think of their roles and *peer*ventions. They make plans and then intervene. After a period of time, the *peer*vention or project comes to an end. Part of being accountable for the process is to describe the *peer*vention, both in general and specific terms. Observable data which can be tallied might be the number of times someone was seen in individual conferences, or perhaps the number of students who were seen by peer helpers in group guidance. You might keep a running tally of the total number of people who were seen, the kind and number of interventions used, the roles which were played by peer facilitators (e.g. tutor, small group leader) and the number of students seen while in these roles.

This is also a way of accounting for time. Tally sheets or time-study cards allow you to show how much assistance that peer facilitators provided. The tallied data can be used to highlight the number of hours of service which were delivered, or how many kinds of services were given to a particular group. Keeping tally of the kinds and numbers of *peer*ventions which result from your program will help tell the story of how youth can help youth. The data can be supported with a few illustrations of what your peer facilitators did.

Looking for the Differences

Perhaps the ultimate question to be answered in accountability studies is: What difference did it make? Even though needs and interests were identified and excellent planning went into the *peer*ventions, did the efforts of the peer facilitators make any positive differences with the people with whom they were working?

To answer this question, you can ask those who received help for their opinions. Or, you might ask others who are in positions to observe them to give their impressions. Sometimes you can find "hard data," such as school attendance, homework completed, time spent in a task, or some other data which is more or less independent of opinion.

It makes sense to ask "the customers" if they are satisfied and if there was anything gained by the efforts. What do those who received help have to say about their experience with peer facilitators? A person's testimony can help evaluate a program's effectiveness. Admittedly, respondents may feel the social pressure to give favorable answers. But, their responses furnish insights through their choice of words and statements. Testimonials can be made orally, perhaps taped. Or, they can be written, perhaps in paragraph form. They be solicited or unsolicited, but they are recorded precisely. If several testimonials are received, then you might look for common themes or group ideas by categories.

You can be more systematic and survey those who received help with a paper-pencil inventory, asking for answers to a few pointed questions. A rating scale might be used for different items (e.g. Strongly Agree, Agree, Not Sure, Disagree, and Strongly Disagree) to survey those who worked with a peer helper.

The items might focus on the concern or interest, such as: "I worry about getting good grades;" "I know I have poor study habits;" "I am having trouble with a teacher;" "I wish that I had more friends;" or "Test-anxiety keeps me from getting better grades." A strong response one way or another on a scale can suggest ways to work with students.

Or, items may be more general and focus specifically on one's work or relationship with a peer: "My peer helper helped me with test anxiety;" "As a result of working with a peer facilitator, I have improved my working relationship with one or more teachers;" "My work with a peer counselor has given me more self-confidence."

These and other items might be placed on the left hand side of a paper. The respondents then give their opinions by circling the best answer (scale or degree of agreement) on the right.

One example of a rating scale is the *Peer Facilitator Effectiveness Inventory (PFEI)*, seen in Section G. It is used as a post-*peer*vention rating form. It attempts to obtain information about both the process or procedures (*peer*vention) and some outcomes. The first ten items enable students who met with a peer facilitator in a group to report on how they experienced the process. Items 1, 2, 4, 6, 9, and 10 focus on listening, participation, acceptance, closeness, and excitement. Items 3, 5, 7, and 8 are directed to involvement, rejection, comfort level, and acceptance. These items could also be stated in the positive. All the items can be modified; some might be omitted; others could be added. And, this instrument could be edited so that it might be used with an individual or a group. Peer facilitators can help develop a similar instrument which is directly relevant to their *peer*ventions.

When a survey or inventory is administered prior to or during the first meeting with a student, then the data might establish a point of reference. At any point in time, the inventory might be re-administered and a comparison to the baseline can be made. This test-retest approach has limitations, but still it is useful in reaching some tentative conclusions. More sophisticated and rigorous research designs could discover with more certainty if *peer*ventions are making a positive difference, but they may not provide any more valid information.

A post-inventory-only for those who received peer help might be administered and include both degree of agreement, which is usually better than simply "yes" or "no," and some open-ended questions (e.g. Section G). The individual items are viewed separately rather than by a total score, but when the instrument is given to several clients and peer facilitators, then the responses might be pooled to give a better picture of the *peer*vention.

The open responses are more difficult to summarize, but you can look for themes or particular phrases and words which characterize outcomes. Some other open questions: "What did you like best about working with your peer facilitator? "How would you describe your work with a peer facilitator?" "What did you learn or relearn in working with your peer facilitator?" "If someone asked you about peer facilitators in your school, what would you say?"

If students have participated in a group experience with the peer facilitators, then an instrument might be administered which focuses specifically on the group (e.g. Section G). These same measures with some modification can be used to evaluate a training experience, such as a retreat/workshop.

Finally, peer facilitators can learn to do a systematic case study. There are six steps:

1. Identify the target student or group of students for study;
2. Collect some baseline data before you begin the *peer*vention;
3. Provide the *peer*vention;
4. Collect post-baseline data;
5. Analyze the findings; and,
6. Write a final report, making sure to keep the person's name anonymous.

Case studies focus on specific groups or individuals who have been targeted for assistance. In addition to providing you with information about how effective an intervention might be, it also helps you make decisions about whether the intervention should be continued, modified, or stopped.

Assessing Peer Facilitator Growth

Peer training programs and work in helping projects benefits the peer facilitators themselves. It is a personal growth experience which provides a set of lifetime skills. The program provides knowledge of leadership and relationships, helping skills, and an opportunity to explore and develop personal attitudes and behaviors. In the process, close relationships among themselves also form bonds which last for a lifetime. Some peer facilitator programs hold reunions after graduation.

You can administer surveys, even a battery of tests, to peer helpers at the beginning of their training. You can evaluate their basic skills, knowledge, and attitudes. In addition, you can administer tests regarding specific information about some of the prevention education areas. This data can be used to help assess the impact of the program on the peer facilitators. This aspect alone has been used in some cases to justify the existence of a peer helper program in a school.

It is wise to periodically evaluate what your peer helpers are learning. One assignment might be: Answer each of the following questions (in a journal or written paper):

1. What do you see as the objectives of the program?
2. What four roles can a peer facilitator fulfill in a middle school project?
3. Explain what is meant by "facilitative responses."
4. Describe four steps you might use in helping someone think through a problem.
5. How are you feeling about this class to this point?
6. Describe a low point and a high point that you have experienced in the class so far.
7. What is one question or concern about the class or program that is on your mind?

Inviting Researchers to Help

You may have someone on your school faculty or in the school district who enjoys research and would assist you in setting up a research design. There might be someone you know who has taken courses in statistics and research methodology and who might be willing to help design a study.

If you are geographically located near a university or community college, you could ask if the professors there would be consultants to you. They may offer some timely suggestions regarding your instruments, or be willing to help you to analyze the results.

Sharing Your Findings and Promoting Your Program

Your accountability studies will likely provide information which you will want to share with others. The data can be used to tell the Peer Facilitator Story. Summarize your findings, perhaps on a bar graph, and highlight a few items of special interest to an audience. Give a brief written report to your administrators. Ask for their reactions. Complete the final editing and make a brief report available to others. Remember that most people will want to hear the story rather than to read it. Your story is always more interesting if you can provide examples and illustrations.

Public relations helps to promote your program. It acknowledges the hard work of the peers and brings credit to the school. New programs especially rely on disbursing information for continued support. Established programs which have been in existence for a few years should not be taken for granted. Periodic public relations efforts always pay dividends.

You can meet with parents, either at PTAs or at open house meetings. You can speak at civic luncheons or dinners. Or, better yet, prepare your peer facilitators to make a presentation and let them be the show. They might develop a brief color slide production, or perhaps a 7- to 8-minute video taped vignette. Peer facilitators should handle the majority of any presentation. They are the most able spokespersons. Their energy and enthusiasm will spark imagination and win support.

You and your peers can plan a presentation for professional educators, perhaps at a regional or state conference. Others in the helping professions, such as counseling, social and health services, will be interested in your story and they will want to know more about your program and the work peers are doing. They may be encouraged to provide assistance, perhaps with a project.

Local newspapers can print interesting articles about the work of peer helpers, particularly when there is a project which involves a large number of young people. Testimonials and supportive data will catch a reporter's eye. You and your students can even provide a "draft" for an article, or an outline which can be used to tell your story. This increases accuracy and expedites the process of publishing an article.

Facilitating the Trainer

Your students are your greatest resource. They have the ideas and the energy of youth. They like to have fun and you can join in the playfulness. They are serious about problems and you will find yourself clarifying your own values and thoughts as you work with them. The peers will soon discover how to facilitate their own learning and training. Then, you will not feel burdened with the responsibility for teaching them everything about helping others.

You are in control of the program. As a trainer, you conceptualize, organize, and revise it. You decide on the participants, the nature of the training, the activities to be used, the prevention education topics to be studied, and the *peer*ventions to be emphasized in projects. Initially, you may feel overwhelmed with so much responsibility, but this is shared as you move through the first few weeks.

Even though a plan must be approved by the administrators and the various people are invited to react to general ideas or work cooperatively to make the program a reality, as the trainer, you must have a vision and be able to picture the program's goals and objectives. This book can stimulate your thinking and give you some ideas about where to start or some new directions in which to move.

If you are a first year trainer, begin with a small program and expand it as you gain more confidence. Take some risks, as the rewards are going to be so satisfying that most of your concerns and worries will quickly slide away. Be positive.

Initially you may be uncertain about some of the facilitative skills, models, and strategies. But, as you review and practice them with your students, you will be surprised how your own knowledge and skills improve.

You do not have to be an expert when you start. Be an open and willing learner. Be an attentive observer, respond to your students' concerns and interests, ask stimulating questions, and encourage them to practice in and out of class. Your expertise will come with experience and practice.

Training peer facilitators is one of the best staff development or in-service programs that you will ever experience. You learn along with your students. Rather than telling, think of coaching. Rather than advising, think of exploring. Rather than judging, think of understanding.

There will be times when you must set limits with your helpers. There will be occasions when you must confront or solve a problem that one of them may be experiencing. Model the skills for your peer facilitators in your work with them, including sharing those moments when you are uncertain.

Being a trainer of peer facilitators is a challenging and rewarding experience. You cannot help but grow both personally and professionally.

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Appendix A

The American School Counselor Association

Position Statement on Peer Facilitator Programs

(Adopted 1978; Revised 1984)

It is the position of the American School Counselor Association that peer facilitating programs enhance the effectiveness of the counseling program by increasing outreach programs and expansion of guidance services. Through proper selection, training, and supervision, peer facilitating can be a positive force within the school and community that will meet the need of a sizeable segment of the student body.

Students often communicate their problems to their peers rather than to parents, administrators, or counselors. There exists in every school community a segment of the student population that rejects adult relationships. In our society peer influence may be the strongest single motivational force in a student's life. Peers can be selected and trained by professional counselors in communication and counseling skills through a carefully planned peer counseling program, and produce additional guidance services which otherwise might never have been realized.

Peer Facilitating Defined

Peer facilitating is defined as a variety of interpersonal helping behaviors assumed by non-professionals who undertake a helping role with others. Peer facilitating includes one-to-one helping relationships, group leadership, discussion leadership, advisement, tutoring, and all activities of an interpersonal helping or assisting nature. A peer facilitator refers to a person who assumes the role of a helping person with contemporaries. The term "peer" denotes a person who shares related values, experiences, life style, and is approximately the same age.

Peer Facilitating Roles

Peer facilitators can provide a variety of useful and helpful services for schools depending on the individual school's needs. It should be emphasized that because peer facilitators are trained to function in an interpersonal capacity, they should not be used as clerical assistants.

The most obvious role of a peer facilitator is that of one-to-one assistance. Some types of assistance given by peer facilitators on a one-to-one basis are:

- Talking with students about their personal problems.
- Referring peers to other sources of help in the community.
- Providing information with regard to vocational options.
- Helping students with their school problems.

Peer facilitators can be effective in group settings. Their training enables them to be used as group leaders, assistants in counseling groups, teachers of counseling skills to other groups, or as communication skills trainers in the classroom period. Peer facilitators can also help to train new groups of peer facilitators.

There are several educational functions that a peer facilitator can perform effectively, such as tutoring students in academic areas, serving as readers for non-readers and assisting special education consultants in working with learning and behavioral disabled students.

Peer facilitators can be helpful in many guidance capacities. They are very effective in greeting new students and their parents and in making them feel welcome. They can be used to help with the registration process by aiding students in the selection of their classes and serving as assistants and runners on registration nights. Other guidance functions peer facilitators can perform are serving as career center helpers, open house guides, writing organizational details of testing and being responsible for the management of career program speakers.

Professional Counselors' Responsibilities in Peer Facilitating

The professional counselor must accept the responsibility for adequately meeting the needs of the school population and for writing a peer facilitating program designed to meet those needs. The school counselor must then accept the additional responsibilities for:

1. Devising a plan for selection of peer facilitators which is compatible with the population to be served.
2. Coordinating the leadership of an adequate training program for the peer facilitators selected for the program.
3. Planning the professional counselor's time budget so that adequate time is scheduled for work with the peer facilitators.
4. Constructing a support system through positive, factual, and honest public relations.
5. Providing time for meeting with the peer facilitating group on a weekly basis for continued training, supervision, sharing, and personal growth.
6. Continually monitoring and evaluating the training and impact of the program and instituting any necessary changes to help the program meet the assessed needs of the population it serves.

The professional counselor should accept responsibility for the design and completion and research on the program. Follow-up studies must be conducted and program effectiveness must be studied in an effective manner. Results should be reported to the population served and interested professionals; it is the responsibility of the counselor to share information, research, and expertise with other interested counselors.

How Peer Facilitators Help the Professional Counselor

After training with ongoing supervision, peer facilitators can work as important members of the guidance team. Peer facilitators often are able to help accomplish things the professional cannot do alone or as quickly alone. Therefore, peer facilitators help increase the services of the counseling center. They are able to serve in an outreach function and be of service to any population that may feel uncomfortable talking with the professional counselor.

The peer facilitator may assist peers with a variety of problems as they serve as listeners. While serving as listeners, they are able to help others in a daily basis to stay healthy mentally, or to reduce crisis situations by alerting professional counselors to problems of a serious nature.

As counselors train peer facilitators with helping skills, the peer facilitators grow as persons and become more functional at a higher level. Peer facilitators are also able to see if they want a future occupation in the helping profession. Peer facilitators are trained to become more effective adults.

Well trained peer facilitators can have a positive effect upon students that no one else can provide. Students sometimes relate and accept alternative patterns of behavior from peers who are struggling with similar feelings and problems.

Appendix B

High School Peer Facilitator Curriculum

Course Title:
Peer Counseling I

INTENDED OUTCOME:

After successfully completing this course, the student will be able to:

1. Demonstrate an understanding of the fundamental characteristics for all counseling/facilitative relationships.

   PERFORMANCE STANDARDS:

   1.01 Identify the role of a peer facilitator.

   1.02 Establish and adhere to designed ground rules.

   1.03 Maintain an ongoing journal of personal responses to class and related activities.

   1.04 Identify the aspects of trust in a helping relationship.

   1.05 Identify the aspects of confidentiality in a helping relationship.

   1.06 Identify the aspects of positive human regard in a helping relationship.

2. Demonstrate an understanding of self, others, and community.

   PERFORMANCE STANDARDS:

   2.01 Develop an increased awareness of self.

   2.02 Develop an increased awareness of self in relation to one's environment.

   2.03 Identify interpersonal skills necessary to maintain positive peer relationships.

   2.04 Assess the concepts of prejudice and discrimination and their impact on peer relationships.

3. Demonstrate an understanding of facilitative communication skills.

   PERFORMANCE STANDARDS:

   3.01 Identify and apply skills used in the art of listening.

   3.02 Identify a variety of verbal and nonverbal communication behavior.

   3.03 Identify and apply the six facilitative responses (highs and lows).

   3.04 Develop ability to use the feedback model to facilitate communications.

   3.05 Identify various blocks to communication and how they affect behavior.

4. Demonstrate an understanding of problem-solving techniques.

   PERFORMANCE STANDARDS:

   4.01 Describe the 5-step decision-making process.

   4.02 Demonstrate the use of the 5-step decision-making process.

   4.03 Identify resources for appropriate referrals.

   4.04 Identify methods for conflict resolution.

5. Demonstrate an understanding of basic leadership skills.

   PERFORMANCE STANDARDS:

   5.01 Describe the functions and characteristics of a leader.

   5.02 Identify the effects of the individual's self-concept on behavior and interpersonal relationships.

   5.03 Demonstrate leadership functions and characteristics through selected group process.

6. Demonstrate an understanding of group dynamics and be able to perform group-oriented tasks.

   PERFORMANCE STANDARDS:

   6.01 Identify elements of group interaction.

   6.02 Identify various group-oriented tasks.

   6.03 Utilize elements of successful group interaction by participating in a variety of roles within group settings.

   6.04 Participate in assigned targeted groups within the school and community.

Course Title: Peer Counseling II

INTENDED OUTCOME:

After successfully completing this course, the student will be able to:

1. Demonstrate an understanding of the effects of peer pressure on the individual and society.

   PERFORMANCE STANDARDS:

   1.01 Define positive and negative aspects of peer pressure.

   1.02 Give examples of how peer pressure affects behavior.

   1.03 Identify "subcultures" or groups within the school.

   1.04 Demonstrate ways of saying no to negative peer pressure.

   1.05 Indicate a variety of alternatives to negative peer pressure.

   1.06 Describe and evaluate the role of peer pressure as it pertains to teenage social issues.

2. Demonstrate an understanding of the impact of interpersonal skills on all aspects of life.

   PERFORMANCE STANDARDS:

   2.01 Identify the characteristics of healthy relationships.

   2.02 Identify the effects of being socially dysfunctional.

   2.03 Identify methods of establishing and maintaining positive personal relationships.

3. Demonstrate an understanding of personal behavior as it relates to long and short range life and career goals.

   PERFORMANCE STANDARDS:

   3.01 Identify the need for setting goals.

   3.02 Identify and apply decision-making and problem-solving models for setting goals.

   3.03 Exhibit personal responsibility in setting goals.

   3.04 Exhibit how self-awareness relates to career life choices.

   3.05 Identify personal strengths, weaknesses, skills, and abilities.

   3.06 Explore various careers appropriate to individual needs, interests, and skills.

   3.07 Develop a career-life plan (including career/educational planning).

4. Demonstrate an understanding of academic motivational skills.

   PERFORMANCE STANDARDS:

   4.01 Identify the aspects of motivation.

   4.02 Assess personal study habits.

   4.03 Develop and organize effective study habits.

   4.04 Develop and utilize effective test-taking skills.

   4.05 Develop and implement educational contracts.

5. Demonstrate an understanding of the aspects of assertiveness.

   PERFORMANCE STANDARDS:

   5.01 Discriminate between passive, assertive, and aggressive behavior.

   5.02 Identify areas in personal lives where assertive responses could be made.

   5.03 Identify the thoughts, feelings, and behaviors that support non-assertiveness, assertiveness, and aggressiveness.

6. Demonstrate an understanding of the effects of stress and related coping skills.

   PERFORMANCE STANDARDS:

   6.01 Identify the factors leading to stress.

   6.02 Identify the impact of stress on human behavior.

   6.03 Assess various coping strategies in relation to self and others.

Course Title: Peer Counseling III

INTENDED OUTCOME:

After successfully completing this course, the student will be able to:

1. Identify the needs and concerns of the student population.

   PERFORMANCE STANDARDS:

   1.01 Identify techniques for conducting needs assessment.

   1.02 Conduct a needs assessment.

2. Demonstrate a knowledge of school resources and community youth servicing agencies.

   PERFORMANCE STANDARDS:

   2.01 Demonstrate familiarity with school and community resources.

   2.02 Demonstrate knowledge of the referral processes.

3. Demonstrate a knowledge of program planning and implementation.

   PERFORMANCE STANDARDS:

   3.01 Utilize research skills in program planning.

   3.02 Devise and coordinate program delivery with school personnel and community agencies.

   3.03 Analyze and evaluate program effectiveness.

Course Title: Peer Counseling IV

INTENDED OUTCOME:

The purpose of this course is to provide students with varied experiences in program continuity and development. After successfully completing this course, the student will be able to:

1. Utilize a variety of facilitative strategies applicable to given situations.

   PERFORMANCE STANDARDS:

   1.01 Identify appropriate facilitative strategies applicable to given situations.

   1.02 Demonstrate knowledge and skills of peer counseling intervention strategies in a variety of settings.

2. Utilize knowledge and understanding gained through individual and group research projects.

   PERFORMANCE STANDARDS:

   2.01 Conduct individual and/or group research projects to explore personal/social, academic/career goals.

Appendix C
Programmatic Standards

National Peer Helpers Association

(June, 1990)

The National Peer Helpers Association believes the following standards are essential for any quality peer program:

I. Program Start-Up

A. Planning: Prior to program implementation, careful planning should be conducted to address such issues as the following:

1. Rationale: There is a clear and compelling rationale for the development of the program; frequently, this is accomplished through conducting a formal or informal needs assessment in the setting in which the program is to be implemented.
2. Purpose: The purpose of the program derives logically from its rationale, and is typically summarized in a formal mission statement.
3. Goals and Objectives: Programmatic goals and objectives are: (a) reflective of the rationale and purpose of the program; and (b) clear, realistic, and achievable.
4. Procedures: The procedures and activities through which programmatic goals are to be accomplished are laid out in clear and systematic fashion.
5. Compliance: The program is planned and implemented in a manner consistent with local, state, and national guidelines for programmatic standards and ethics (see NPHA Code of Ethics for Peer Helpers and Peer Helping Professionals).

B. Commitment: The program should enjoy not simply the permission, but the active commitment and involvement of those to solicit and maintain its services. Such commitment is reflected particularly in the following areas:

1. Tangible evidence of a high level of administrative, staff, and community support; in many cases, this includes the formation of a program advisory committee. Committee members may or may not be directly involved in program implementation, but they provide valuable input to the program staff, and help to maximize a sense of program ownership.
2. Sufficient financial and logistical support for effective program implementation; such support includes the provision of necessary curricular and training resources.

C. Staffing: Program staff should possess appropriate background, training, and characteristics to enable them to carry out their responsibilities in an effective manner. Among professional staff who work directly with peer helpers, the following skills are essential:

1. Strong positive rapport with the population from which the peer helpers are selected.
2. Educational and practical experience that is relevant to the nature and goals of the program.
3. Understanding of, and commitment to, fundamental principles of peer helping; this includes a readiness to maximize the level of programmatic ownership and involvement on the part of the peer helpers themselves.
4. Close familiarity with the setting in which the program is to be implemented.
5. Clear grasp of program needs and goals, and ability to articulate effectively the nature and purpose of the program to peer helpers, other staff, the sponsoring agency, and the broader community.
6. Recognition of the importance of serving as a positive role model, both personally and professionally.
7. Familiarity with different learning styles and teaching strategies including both experiential and didactic approaches.
8. Ability to work effectively with groups.
9. Mastery of concepts and skills necessary for effective training and supervision of peer helpers.
10. Sufficient time and energy in order to be able to carry out programmatic responsibilities.

D. Organizational Structure: The program should be organized and structured in a logical and consistent manner that provides clear lines of authority, responsibility, and communication; and is reflective of the nature and purpose of the program.

II. Program Implementation

A. Screening and Selection: The program should employ a clear, systematic, and careful procedure for the screening and selection of peer helpers. Typically, this procedure includes the following:

1. Establishing appropriate criteria as to the characteristics being sought among prospective peer helpers. Among those characteristics are helpfulness, trustworthiness, concern for others, ability to listen, and potential to serve as a positive role model.
2. Conducting a formal or informal survey in the program setting, in order to determine which individuals are felt to possess the desired characteristics.
3. Making application to the program, soliciting recommendations from others in the program setting, and structuring an interview with program staff.

Programs may differ as to whether final selection of peer helpers should occur prior to or after peer helping training. But in either case, the selection process should be guided by the following criteria:

1. Demonstration of appropriate helping characteristics and skills.
2. Evidence of emotional security.
3. Understanding of the type(s) of services to be provided.
4. Commitment to and availability for the provision of those services.
5. Ability to be reflective of and sensitive to the characteristics of the population to be served.
6. Manageability of the size of the group selected, in order to ensure quality training and supervision.

B. Training: Once peer helpers have been selected, they should be provided with quality training in the knowledge and skills they will need to be effective in the peer helping role. The training program that is implemented should be reflective of the nature and goals of the program; should take into account the age, needs and characteristics of the population to be served; should utilize appropriate curricular resources and training strategies; and should be consistent with local, state, and national guidelines on ethics and standards. Trainees should commit to participate in all aspects of training, and to maximize opportunities for both skill development and personal growth. Finally, training should be viewed as an ongoing process, one which is never truly completed.

While specific features of training may vary somewhat from program to program, the following elements are characteristic of effective peer helping training models:

1. Role of the Peer Helper: Training in the peer helping role includes, but may not be limited to, the following:
   a. Program orientation.
   b. Characteristics of the helping (caring, acceptance, genuineness, understanding, trustworthiness).
   c. Self-awareness.
   d. Positive role modeling; maintaining a healthy lifestyle.
   e. Avoidance of temptation to offer advice, propose solutions, or impose values.
   f. Positive listening skills.
   g. Recognition of limitations.
   h. Development of individual and group trust.
   i. Creation of a support system of peer helpers for each other, as well as for helpers.
   j. Development of code of ethics and standards of behavior.

2. Confidentiality/Liability Issues: While communications between peer helpers and helpees are typically confidential, there are two important exceptions to this general rule:
   a. Potential threats to the personal safety or well-being of the peer helper, helpee, or others:
   b. Situations or problems beyond the personal experience level or expertise of the peer helper.

   It is an essential component of any peer helping training program that peer helpers know how to recognize such situations, are aware of their limitations and responsibilities, and have ready access to professional staff and appropriate referral resources.
3. Communication Skills
   a. Basic principles of verbal and of nonverbal communication.
   b. Active listening skills (attending, empathizing, etc.)
   c. Facilitative responding (questioning, clarifying, summarizing, and so forth)
4. Problem-Solving/Decision-Making Strategies: Steps in principled decision-making (identifying the problem; brainstorming alternatives; predicting consequences; carrying out action plan; evaluating results).
5. Additional Issues and Topics: Depending upon the nature and goals of particular programs, additional specialized training may be provided in areas such as the following:
   a. Basic concepts of human behavior. While not expected to function as amateur therapists, peer helpers should have some degree of familiarity with concepts such as the following:
      1. The role of motivational and reinforcement factors in behavior.
      2. Sociocultural influences and differences.
      3. Individual and group dynamics.
   b. Group facilitation techniques.
   c. Peer tutoring strategies.
   d. Crisis management.
   e. Conflict resolution.
   f. Special needs populations.
   g. Telephone "hotline" management.
   h. Specific problem areas (substance abuse, drop-outs, depression and suicide, teen pregnancy, child abuse, sexually transmitted diseases, gangs and cults, family relations, etc.)
   i. Knowledge of referral resources, services, and programs.

C. Service Delivery: Subsequent to training, peer helpers should be provided with structured opportunities to engage in a variety of meaningful, productive helping roles within the program setting. The peer helping services which are provided should:

1. Be consistent with and reflective of program goals.
2. Enable peer helpers to apply the knowledge and skills they have acquired during training.
3. Enhance the personal growth and positive development of peer helpers and helpees alike.
4. Recognize and accommodate the need for ongoing opportunities for continued learning and training.
5. Establish safeguards to protect peer helpers from burnout role confusion, inappropriate assignments, or manipulation.

D. Supervision: Once peer helpers have begun to provide services, it is imperative that they receive regular, ongoing supervision from program staff. In addition to regularly-scheduled sessions, staff should be available to provide supplemental supervision and support as needed. Major goals of supervision include the following:

1. Enable program staff to monitor program-related activities and services.
2. Enhance the effectiveness and personal growth of peer helpers.
3. Encourage peer helpers to share with, learn from, and support each other in the performance of their helping roles.

III. Program Maintenance

Once the program has been established, program staff should take steps to ensure its continued survival, improvement, and success. These steps include the following:

A. Evaluation: In order to document program-related activities and services, to assess the impact of the program with reference to its goals, and to provide grounds for future revision, the program should develop and implement a formal evaluation plan. The evaluation plan typically includes two components.

1. Formative Evaluation: Formative evaluation provides an accurate picture of what happened in connection with the program. Formative data includes information in such areas as number of peer helpers and helpees involved; program staffing and organization; selection procedures; nature and extent of training; amount and types of services provided; and other program-related activities.
2. Summative Evaluation: Summative evaluation determines the degree to which the program has been successful in achieving its goals, and typically assesses the impact of

program participation upon both peer helpers and those who have received program services. Such assessment can be qualitative (questionnaires, opinion surveys, etc.) and/or can employ "hard" quantitative indices of program impact. In a school-based program, for example, summative evaluation might assess impact in such areas as student attitudes or behavior, grade point average, absenteeism and dropout rates, or incidence of disciplinary referrals.

Both formative and summative evaluation data should be utilized by program staff in a periodic effort to determine whether and how the program needs to be revised for future improvement.

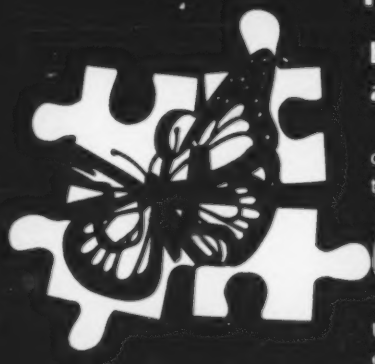
B. Public Relations: Program staff should make a concerted, ongoing effort to keep those in the program setting, as well as interested individuals and organizations in the broader community, well-informed about the program, and supportive of its goals. Techniques for strengthening programmatic public relations might include production of a program brochure or newsletter; maintenance of media contacts; involvement of community representatives in training or program services; and community outreach projects.

C. Long-Range Planning: Program staff should engage in long-range planning to ensure that in the future, the program does not die, but rather becomes stronger and more firmly integrated within the program setting as time goes by. Key factors to consider include the following:

1. Staffing: It is important that the success of the program not be dependent upon the particular person, or personality, who happens to be coordinating it at any given time. In this regard, a sense of program ownership should be maximized through such strategies as the formation of a program advisory committee, and there should always be at least one individual within the program setting who is prepared to assume coordination responsibilities in the event of staffing changes.
2. Funding: The program should (a) have a secure and consistent funding base, and/or (b) have contingency plans to provide for continued operation in the event of reduced or nonexistent funding.
3. Peer Ownership: The program should strive to maintain the level of ownership and involvement on the part of the peer helpers themselves; if peers feel directly responsible for the success and survival of the program, they are unlikely to allow it to perish.

The Power of *PEERVENTION*:

A Manual for the Trainers of Peer Facilitators



by Robert D. Myrick, Ph.D.
and Betsy E. Folk, Ph.D.

The spirit of the ***PEER****VENTION* training program is captured in the image of the butterfly in flight. Just as the beautiful butterfly emerges from the cocoon of the caterpillar, the beauty of the human spirit radiates when it is released from the oppressive power of the problems prevention education seeks to overcome.

The puzzle pieces coming together symbolize the fact that ***PEER****VENTION* is a program that integrates two concepts that are impacting on our educational system today—***PEER*** *facilitation*, training students to enable them to reach out to help others, and *pre****VENTION*** *education*. *Prevention education* seeks to explore, discover, and take action with issues prior to their becoming crises.

In ***PEER****VENTION: Training Peer Facilitators for Prevention Education*, students are introduced to the helping relationship and appropriate methods of responding to others through a variety of experiential training activities.

The second phase of training is designed to equip the students to assist others in the prevention of:

- school disorientation
- academic failure
- depression and suicide
- eating disorders
- family distress
- alcohol and drug abuse
- body assault
- sex-related problems
- career indecision
- community unrest

Additional suggestions for training are provided in the student handbook, ***PEER****VENTION: Training Peer Facilitators for Prevention Education*.

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